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ABSTRACT

The Eisenhower National Clearinghouse for Mathematics and Science Education (ENC) helps teachers by offering a broad assortment of services that enable them to quickly locate educational resources. This document is one in a series of print catalogs designed to give educators information about curriculum resources available for teaching math and science in K-12 classrooms. This document presents a selection of the Clearinghouse collection focused on a topic of particular interest to math and science teachers. This issue provides information on the Ohio SchoolNet Software Review Project, where selections of software for science, mathematics, language arts, social studies, and integrated/multidisciplinary software are evaluated. A one-page description of each resource provides an abstract of the contents, subjects addressed, grade level, publication date, ordering information including price, names of authors, and system requirements. (ASK)

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Special Edition 1998

enc FOCUS

For Mathematics

ED 420 506

Ohio SchoolNet

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Eisenhower National
Clearinghouse



Using ENC to learn more about software

The Eisenhower National Clearinghouse for Mathematics and Science Education was established to help K-12 teachers locate useful teaching materials. The Clearinghouse collects all types of materials at the National Repository in Columbus, Ohio, at The Ohio State University. ENC makes information available about all of these resources in several ways. For example, this print catalog is one of a series that highlights specific topics and resources in math and science. All of ENC's resources in combination will provide comprehensive information for teachers on a variety of topics, including software.

ENC Online

ENC Online has links to exemplary science and math Internet sites through the Digital Dozen, selected monthly, classroom links, and other educational resources. Some Internet sites are available with information about using software. You can find them in two ways: search Resource Finder, or browse through the links on ENC Online. If you have time to browse, you will find all kinds of things you might be able to use in your classroom. ENC Online also links to some of the full-text articles featured on ENC CDs.

ENC CDs

ENC's CD-ROMs offer a variety of previously published documents in electronic format about curriculum issues in math and science education including curriculum support materials, state curriculum frameworks, and articles from professional journals. These documents cover curriculum standards and implementation, and include the complete 1989 NCTM *Curriculum and Evaluation Standards for School Mathematics*. TIMSS (Third International Math and Science Study) and Equity are the topics of the two newest ENC CDs, which are available free to schools.

ENC Demonstration Sites

Located throughout the country, these 12 sites can be found at, or work in conjunction with, the 10 Eisenhower Regional Consortia (see inside back cover), at the Capital Collection & Demonstration Site at The George Washington University in Washington, DC, and at ENC. Teachers and other educators can visit or contact the site in their area for a complete demonstration of ENC's services as well as assistance in locating educational materials and using new technologies.

Visit ENC Online at <http://www.enc.org/>

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SchoolNet Software Review Project

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About ENC Focus

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To request any issue of the *Focus* series, contact ENC at the address above, or e-mail editor@enc.org. While some issues are out of print, all are available online or on CD-ROM.

Past titles include *Integrating Math and Science*, *New Approaches to Assessment in Science and Mathematics*, *Calculator-Active Materials*, *CD-ROMs and Lasersdiscs for Science*, *Professional Development for Math and Science*, *Using Children's Literature in Math and Science*, and *Multicultural Approaches in Math and Science*.

How to Connect to ENC Online

To connect to ENC Online via the Internet, visit ENC's World Wide Web site (<http://www.enc.org/>). You can also telnet to guest.enc.org; via modem dial (800) 362-4448 or (614) 292-9040. Set your communication software to VT100 terminal emulation, no parity, 8 data bits, 1 stop bit, and full duplex. Once connected, press <RETURN> to bring up a screen and type c to connect. All the information you need to use ENC is on the screen.

ENC Reference Services

People with questions related to K-12 math or science education can call the ENC Resource Center's reference staff. Services include assistance with locating teaching materials, conducting research, and making effective use of ENC Online and the Resource Finder, ENC's catalog of curriculum resources. Call the Reference Desk at (800) 621-5785 or dial (614) 292-9734. Questions can also be sent via e-mail to library@enc.org.

SchoolNet Initiatives

The Ohio SchoolNet Initiatives—SchoolNet and SchoolNet Plus—are designed to provide network wiring to every K-12 school building in Ohio and one interactive workstation for every five children in grades K-4. Detailed information is available through the SchoolNet Web site at <http://www.ohioschoolnet.k12.oh.us/>

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Introduction



Software for Problem Solving and Inquiry

Todd Fennimore
Project Coordinator

The number and range of instructional resources in mathematics and science education can be overwhelming to educators. The chief mission of ENC is to help educators sort through the confusion by identifying relevant resources (print materials, software, kits, etc.) at the K-12 level. After locating the appropriate materials, educators then face a difficult question: "How should I choose among the materials that I have identified?"

To help answer this question, the SchoolNet Software Review Project (SSRP) has created an evaluation process, established a cadre of expert teacher evaluators throughout Ohio, and compiled a database of results. SSRP reviews software, including CD-ROMs and laserdiscs, for K-4 classrooms, using protocols developed by teachers and SSRP staff. These protocols measure the quality of products in relation to current national and state of Ohio standards and in terms of the product's capacity to promote problem solving, inquiry, meaning construction, and creativity. In 1996, SSRP focused on science and mathematics software for grades K-4. In 1997, SSRP evaluated K-4 titles in language arts and social studies. This database can be accessed through the ENC Resource Finder by clicking on the link for the SchoolNet Software Review Project. It can also be accessed directly at <http://www.enc.org/rf/ssrp/>.

SSRP is funded by Ohio SchoolNet and Ohio SchoolNet Plus, two major statewide initiatives to wire all classrooms and to place computers in K-4 classrooms. The project began as an outgrowth of work with the Reynoldsburg Public School District, which serves an eastern suburb of Columbus, Ohio. Select faculty from the Reynoldsburg High School and Taylor Road Elementary School were invited to help develop a protocol for evaluating instructional software. A list of the participating faculty is on page 13 of this issue.

The faculty from Reynoldsburg began by studying a document called *Plugging In*, published jointly by the Council for Educational Development and Research (CEDaR) and the North Central Regional Educational Laboratory (Jones, Valdez, Nowakowski, & Rasmussen, 1995). *Plugging In* helps educators assess, in a systematic way, the extent to which technology is currently used in their schools to engage active and meaningful learning. It also aids them in creating

a plan for moving toward even more powerful, learning-centered uses of technology.

Using *Plugging In* as a model, the Reynoldsburg faculty devised four basic questions for educators to ask as they assess how the software engages learning:

• What do students learn through the software?

Criteria here address the extent to which the software engages students in learning the powerful concepts and critical processes of a content area as identified in state and national standards.

• How do students learn with the software?

Criteria under this category consider how well software helps students learn the powerful concepts and critical processes of a content area by immersing them in sustained and meaningful problem solving, interesting simulations, real-life applications, and opportunities to create products that illustrate their learning.

• What are the technical characteristics of the software?

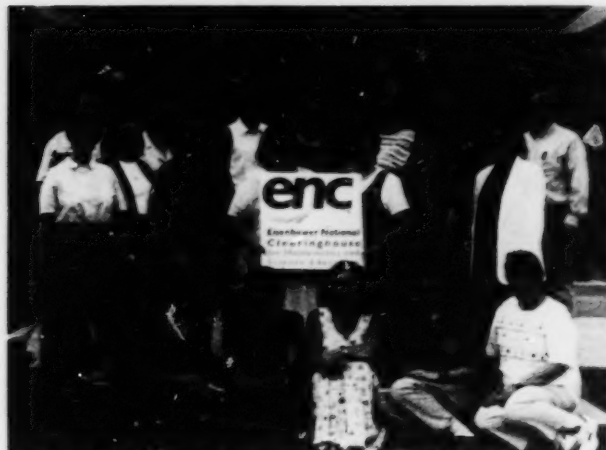
Under this category, evaluators examine the extent to which the software provides adequate support for students and teachers to use or modify the product.

• What are the characteristics of the support provided to develop skills in the content area?

Criteria considered here determine the extent to which the software provides feedback to students that would help them set goals for their learning and monitor their progress on achieving those goals. It also looks at how well the software gives students clear models of how to perform critical skills and move productively through a learning process.

The protocol was finalized in early summer of 1996 and the Regional Professional Development Centers (RPDC) sent out the call for applicants to the summer institute. Seventeen teacher leaders were selected from among these applicants on the basis of their use of technology to engage meaningful learning in mathematics and science. The group met in August to use the protocol in evaluating K-4 mathematics and science software from the ENC collection.

The protocol was modified during the academic year of 1996-97, ensuring that it was appropriate to language arts and social studies and making changes based on feedback received on the previous protocol. Staff of the Instructional



The SchoolNet Software Review team of teachers at ENC, summer 1997

Technology Services of Central Ohio, faculty of the College of Education at The Ohio State University, and Columbus area teachers collaborated to create this second-generation protocol. In addition to the general criteria mentioned above, this group also added questions specific to each discipline considered—math, science, language arts, and social studies. The full text of this new protocol is provided on pages 13–25 of this issue of *ENC Focus*. (Participants in this revision are acknowledged on page 13.)

The summer institute was repeated again in the summer of 1997. This time, the project recruited 19 teachers who combined an understanding of innovative and integrated uses of software in their classrooms and knowledge of key concepts in social studies and language arts. Two of the participants from the previous year's summer institute—Bonniejean Meyer and Mary Wey-Cruser—took leadership roles in providing the professional development for the 1997 institute. This group focused on evaluating software for K–4 social studies and language arts using the new, expanded protocol.

The participants in these summer institutes have also assumed responsibility for providing professional development to those in their own region during the school year. Each teacher has had responsibility for organizing and leading as many as three regional workshops. A list of these teachers and the schools where they work is provided on this page. They are a valuable pool of expertise for Ohio's schools as teachers attempt to integrate technology into day-to-day classroom activities focused on communication, collaboration, meaning construction, and problem solving.

There is a pressing need to gather, in one location, the collective wisdom of educators about the effectiveness of various software titles to provide rich, problem-solving environments structured around critical concepts and processes. And, as educators are asked increasingly to integrate technology into

their classrooms, they need evaluative information that will help them make intelligent, learning-driven decisions about software purchases. The SSRP database and the project's professional development efforts are important steps in responding to these needs.

SSRP Evaluators and School Affiliations

Deanne Azbell	Windsor Academy	Columbus
Donna Bambic	Southlyn Elem. School	Lyndhurst
Diane Brown	Auburn School	Shelby
Julie Ann Campbell	Moler Elem. School	Columbus
Susan Dackin	Taylor Rd. Elem. School	Reynoldsburg
Kimberly d'Acunzo	East Woods School	Hudson
Kay Deitchel	South Central Ohio ESC	Portsmouth
Penny Dilley	Lincoln Elem. School	Cambridge
Kristine Dobbelaere	Oakwood Elem. School	Oakwood
Scott Emery	Wyandot Elem. School	Dublin
Kim Given	Indian Hill Elem. School	Cincinnati
Roy Gordon	Champaign County ESC	Urbana
Patsy Graff	Vernon Primary School	Wheelersburg
Susan Holland	Emerson Magnet School	Westerville
Patty Hoop	Peebles Elem. School	Peebles
Michelle Kendrick	Frazeyburg Elem. School	Frazeyburg
Lois Klamar	Jamison CompuTech Ctr.	Cleveland
Bonniejean Meyer	Tremont Elem. School	Cleveland
Marvin R. Myers	York Elem. School	Bellevue
Brenda Profit	Jamison CompuTech Ctr.	Cleveland
Bobbie Reaves	Adamsville School	Adamsville
Mary Robinson	Perry Elem. School	Zanesville
Susan Robinson	WBGU-TV	Bowling Green
Debra Rucker	Upper Arlington City Schools	Upper Arlington
Lee M. Sattelmeyer	Lomond Elem. School	Shaker Heights
Kristal A. Seagraves	Monroe Elem. School	London
Nancy Shuster	Wells Parental School of Choice	Steubenville
Pam Styles	Meadowdale Elem. School	Dayton
Wendy Toadvine	Coolville Elem. School	Coolville
Dawn Tufto	Taylor Rd. Elem. School	Reynoldsburg
Nancy Varian	East Canton Elem. School	East Canton
Mary Wey-Cruser	Adams County School District	West Union
Beth Whitford	Central College Elem. School	Westerville



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Pricing and ordering information, verified in February, 1998, is subject to change

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SECTION III Software Evaluations

Science Titles

Title	Grades	Price *	Page
5-A-Day Adventures	K-12	\$14.95	34
The Factory: Strategies in Problem Solving	4-9	\$69.95	35
Gizmos & Gadgets	3-6	\$54.95	36
WorldWalker: Destination Australia	3-8	\$59.95	37
The Wreck of the Fortuna Dourada	4	\$39.00	38

Math Titles

Title	Grades	Price *	Page
Becoming Successful Problem Solvers	4-7	\$329.00	39
The Logic Box: Software for All Ages	K-12	\$24.95	40
Math Shop Spotlight: Weights & Measures	4-8	\$74.94	41

* Please see record for details.

SECTION III Software Evaluations (cont'd)

Language Arts Titles

Title	Grades	Price *	Page
Author's Toolkit	4-8	\$69.95	42
A to Zap!	Pre-K-1	\$59.95	43
Bailey's Book House	Pre-K-2	\$59.95	44
The Cat Came Back	1-5	\$69.99	45
Classroom Newspaper Workshop	3-7	\$149.95	46
Expression	3-12	\$59.95	47
Read, Write, and Type!	1, 2	\$69.95	48
Storybook Maker Deluxe	Pre-K-4	\$31.95	49
Sunbuddy Writer	K-2	\$59.95	50
Super Solvers Spellbound!	2-6	\$54.95	51

Social Studies Titles

Title	Grades	Price *	Page
ABCNews Links	5-12	\$49.95	52
Oval Office: The Challenge of the Presidency	5-12	\$49.95	53
Rand McNally Tripmaker 1997 Edition	4-12	\$30.00	54
WorldTour	K-3	\$19.95	55

Integrated / Multidisciplinary Titles

Title	Grades	Price *	Page
Acid Rain	4-6	\$375.00	56
Africa	1-12	\$49.95	57
Alexander Graham Bell	5-12	\$39.00	58
Aviation Adventure	3-12	\$9.95	59
Destination: Ocean	K-8	\$39.95	60
Destination: Pyramids	3-8	\$39.95	61
Destination: Rain Forest	K-6	\$39.95	62
DinoPark Tycoon	4-12	\$49.95	63
The Incredible Machine 2	4-8	\$19.95	64
Eyewitness Encyclopedia of Nature	K-12	\$39.95	65
Feed Me! Investigating the Needs of Living Things	K	\$395.00	66
Gage Taylor's Bears at Work	Pre-K-2	\$19.95	67
The Graph Club with Fizz & Martina	K-4	\$79.95	68

* Please see record for details.

SECTION III Software Evaluations (cont'd)

Integrated / Multidisciplinary Titles (cont'd)

Title	Grades	Price *	Page
Kids and the Environment	2-6	\$99.95	69
Let's Start Learning—Reader Rabbit	Pre-K-1	\$29.95	70
Magic Bear's Masterpieces: A Mathematical Adventure in Art and Geometry	Pre-K-4	\$29.95	71
Math Problem Solver, Level 4	4	\$69.95	72
Rainbow: A World of Hats; The House I Live In; Walk in My Shoes	1, 2	\$39.95	73
Stradiwackius: The Counting Concert	Pre-K-3	\$19.00	74
Thinking Like a Scientist: Process Skills and Critical Thinking	4-6	\$99.00	75
Too Much Trash?	4-6	\$325.00	76
A Trip to the Rainforest Deluxe	4-8	\$89.95	77
Ultimate Writing & Creativity Center	2-5	\$69.95	78
Voyage of the Mimi CD-ROM Collection	4-8	\$299.95	79
What's the Secret? Volume 2	3-12	\$29.95	80
Windows on Science: Earth Science, Volume 1	4-6	\$275.00	81
Windows on Science: Earth Science, Volume 2	4-6	\$275.00	82
Windows on Science: Earth Science, Volume 3	4-6	\$275.00	83
Wood Car Rally	3-8	\$34.95	84
Zurk's Alaskan Trek	1-5	\$59.95	85

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ENC Order Form

Order Free ENC Print and CD-ROM Products

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* Please see record for details.



Section I: The Protocol

Educational Technology Is Not Neutral

Todd Fennimore

SchoolNet Software Review Project Coordinator

We often hear it said that technology is neither good nor bad intrinsically, rather it is how we put technology to use in meeting ends that determines its value. Donald Norman (1993), in his book *Things That Make Us Smart*, challenges this conventional wisdom. Norman makes an argument that technology is not neutral. Each technology has properties—Norman calls them “affordances”—that make it easier to do some activities, harder to do others: the easier ones get done, the harder ones get neglected. Each, he says, has “constraints, preconditions, and side effects that impose requirements and changes on the things with which it interacts, be they other technology, people, or human society at large.” (p. 243)

He also points out that each technology imposes a mind-set, a way of thinking about it and the activities to which it is relevant. This mind-set can come to pervade those touched by the technology, often unwittingly, often unwillingly. Technology is not neutral: it shapes our thoughts and actions; it aids us in realizing certain values and suppresses us in realizing others.

The Implicit Agenda of Instructional Software

Instructional software is no exception to this insight. Teachers participating in the Ohio SchoolNet Software Review Project (SSRP) found that instructional software is not at all neutral. The design of instructional software supports and embodies tacit assumptions about the nature of knowledge, the process of learning, and the organization of education.

Let’s take, as an example, a typical social studies software product. Most likely it will be a game or an adventure. In the course of playing the game, the user needs to pick up certain facts to rack up points or to complete the adventure. What does this say about the software designer’s conception of social studies knowledge? It tells us that he or she thinks of social studies knowledge as a collection of facts. And what does the software design say about the designer’s conception

of learning? The designer looks at learning as the acquisition of facts; a straightforward approach to learning the facts, the designer thinks, is too boring. One has to think of a game or an adventure to “trick” kids into learning facts as they are playing and having fun. If the designer is clever enough, learning a list of facts will be a by-product of playing the game.

Finally, what does this say about the way that education should be organized? Implicit in this software design is the idea that education should be organized to transmit information from an authoritative source—the software, the textbook, the teacher—to the student, who is a passive recipient of that information. In this use of technology, the teacher can be seen as an element in the educational process that can be replaced: if one can design software that is more efficient, patient, and entertaining as an information dispenser than a teacher, why bother with a teacher?

The message implicit in this category of software is that knowledge is a bunch of disconnected facts and rote procedures; learning is a game to pick up, and spit back, those facts and procedures; and learners are passive recipients of information. While well over 80 percent of the K–4 software that teachers in the project evaluated fell into this category, there were some notable exceptions, exceptions that highlight the powerful ways that technology could be used to engage active and meaningful learning.

For example, one software product we evaluated—*Acid Rain* from National Geographic (p. 56)—helped learners develop an understanding of the acid rain problem through diverse multimedia information sources. It gave learners the structure and tools for analyzing data that they collected on rainfall in their own community and provided a collaborative network for communicating their results and debating their significance with other students across the country through telecommunications.

Reconceptualizing Knowledge

Now we can ask ourselves the same set of questions that we asked about the "typical" social studies software. Once again, there are "affordances" provided by this software to embody and support certain assumptions about the nature of knowledge, the process of learning, and the organization of education. So what does the design of the software say implicitly about the designer's conception of knowledge? Here, knowledge is something students construct as they examine and synthesize different sources of information, as they try to make sense of data that they have collected, and as they negotiate the meaning of what they have found with others.

And what does the design say about the software designer's conception of learning? Here, learning occurs as a result of sustained, collaborative inquiry around an authentic problem or issue—in this case, acid rain. Learners in this conception are active explorers and investigators of problems that affect their world. Learning is demonstrated through genuine participation in a larger public dialog with other students and a larger community of scientists and concerned citizens.

Finally, what does the design of the software say about how education should be organized? First and foremost, the tacit assumption in the software design is that education is a collaborative enterprise. It involves students working with other students in the classroom. It says education is an enterprise

that should move beyond the walls of the school by connecting students to other learners around the world and to experts and concerned citizens beyond, but also including, their local community. And here the teacher is central: the teacher helps learners structure their inquiry, extends and challenges their current thinking with probing questions, brokers resources of all sorts for the learners, facilitates the group learning process, and helps learners debrief on their experiences and capture what they have learned. Implicit in the design of this software, then, is a vision of learning and teaching that is fundamentally constructivist.

It is vital that we, as educators, become critical consumers and informed users of educational technology. We need to understand the affordances built into software for knowledge creation, learning, and the organization of educational experiences. Educators wanting powerful learning experiences for their students must start demanding that software and technology in general be designed to promote dynamic conceptions of knowledge creation, embody constructivist approaches to learning, and support highly interactive communities of authentic, collaborative inquiry.

• • • • •

References

- Norman, D. A. (1993). *Things that make us smart: Defending human attributes in the age of the machine*. Reading, MA: Addison-Wesley Publishing Company.

Ohio SchoolNet Plus Learning through Software



A Software Evaluation Protocol Designed for Teachers by Teachers

Background and Introduction

Purpose of This Protocol

This protocol was designed to assess the extent to which instructional software for language arts, social studies, mathematics, and science engages students in meaningful and sustained problem solving, inquiry, and meaning construction around critical concepts and processes. The term "software" includes CD-ROMs and laserdiscs. To fully understand the intent of the protocol, it is important to realize what this protocol was not designed to do:

- **It was not designed** to evaluate the educational effectiveness of software not aimed explicitly at achieving particular, well-defined instructional objectives. For example, the protocol does not cover multimedia CD-ROMs that are meant to be used primarily as general reference, nor does it address spreadsheet applications, databases, or graphing utilities that are basically productivity tools. Future protocol development efforts will encompass these other tools.
- **The protocol does not yield** favorable scores for instructional software that is not oriented to problem solving, inquiry, and meaning construction. Software that is primarily aimed at drill and practice in rote computing of single-step exercises, decoding of isolated words, or memorizing discrete facts will not obtain a high score. While many new CD-ROMs are very entertaining, have high-production quality, and are presented in esthetically pleasing multimedia formats, they have little correlation with national or state content standards and do not engage students in serious thinking. They will also score low.

Software titles were scored in the general areas of interaction with concepts, engagement in active learning, quality of technical design, and effectiveness of skills development. Software titles were also given scores for the specific disciplines that they addressed, including social studies, reading, writing, and math and science. In addition, scores were given on the degree of alignment that the software had with relevant standards. In the case of this project, the teachers determined the degree to which the content of the software correlated with standards from state of Ohio curriculum models in the relevant disciplines. To obtain the scores along the vari-

ous evaluated dimensions, SSRP simply averaged the responses to questions in the relevant sections of the protocol.

How to Use This Protocol

The protocol is divided into five parts:

- Part I:** Software Profile
- Part II:** General Software Evaluation
- Part III:** Subject Specific Software Evaluation
- Part IV:** Summary Comments
- Part V:** Evaluator Profile

The Software Profile specifies the content covered, the primary purposes of the software, the tools incorporated into the software, and sensitivity to equity issues (e.g., gender fairness, "friendly" design for students with impairments). The General Software Evaluation section is intended to apply to all software titles, regardless of the disciplines it covers. The Subject Specific Software Evaluation asks the teacher evaluator to consider the effectiveness of the software in helping students learn particular content areas.

The first question in this section, "What is the correlation of the software content with the relevant standards?" asks the evaluators to correlate the content of the software with all of the relevant standards that they must meet (e.g., national, state, district, building). The average score on this correlation is treated separately, since it will obviously vary according to the standards used. Teachers in Massachusetts, for example, will be using their state standards, which will lead to different scores than the scores obtained by Ohio teachers using Ohio standards. This section also has evaluation questions designed specifically for social studies, language arts (with subscores for reading/understanding and writing/production), and mathematics and science.

In the Summary Comments section, teachers can make open-ended comments about the strengths and weaknesses they see in the software title. Finally, the Evaluator Profile indicates whether the protocol was completed by a group or an individual. It also allows evaluators to indicate their roles in the educational system and the data they used for evaluation.



Glossary of Critical Terms

At the request of several people who have had experience using the protocol to evaluate software, this glossary section was created to ensure that all users of the protocol are operating from a shared lexicon and to help clarify any ambiguities of language that might make evaluation difficult.

alignment

The degree to which the objectives stated in a curriculum are correlated with the instruction provided to students, the content of the materials that they use, and the assessments that occur.

assessment

The software can be used by the teacher as a vehicle for students to demonstrate what they know and are able to do; there is a mechanism for capturing the results of such a demonstration (e.g., test scores are recorded, portfolio of work is saved).

authenticity/authentic tasks and problems

The degree to which a range and variety of individuals find a task or problem significant and meaningful; for example, a homework assignment done by an individual student and given only to his or her teacher for a grade has limited authenticity, since only the student, teacher, and perhaps the parents care about it; on the other hand, a project done collaboratively by a group of students to assess and improve the quality of the local environment in cooperation with community members and experts has great authenticity, since a broad scope of individuals, beyond the walls of the classroom, cares about the results.

authoring

The software provides a suite of tools that students can use to create and edit multimedia products or reports.

central concepts and big ideas

The concepts critical to forming a well-articulated understanding of a field; they are powerful in their ability to organize a set of other (subordinate) concepts and a body of supporting facts and in their capacity to be applicable to a wide range of diverse contexts or settings; these concepts are ones that experts in a discipline appeal to repeatedly in making sense of a situation or explaining an event (e.g., conservation of energy in physics, supply and demand in economics).

collaborative learning

Learning that emerges from a community of learners who share common goals; engage in joint work; negotiate meaning and construct understanding in ongoing dialog; respect and listen to each others' opinions and ideas; develop a common language and perspective as a group; and produce work in which all are invested and all have contributed.

collaborative projects

The software explicitly and intentionally structures the work of students in groups; for example, it may present projects that have students assume various, interlocking roles (researcher, writer, multimedia producer, etc.) in developing a jointly created multimedia product.

conceptual understanding

Student's ability to construct broad patterns and key principles from various distinct particulars and otherwise isolated facts; it is dependent on a student's grasp of central concepts and big ideas (see above).

data integrity

The software is designed to safeguard against data corruption.

demonstration

The software is intended to illustrate, model, and create opportunities for the use of a technology-based tool or set of tools.

drill and practice

The software is designed to develop a set of discrete, narrowly defined skills (e.g., the decoding of words, the memorization of facts, practice on computational algorithms) and accomplishes this by taking students through a set of problems that generally only require one step, have one solution path, and possess a single, unambiguous answer.

enrichment

The software is well suited to providing an enhancement to the curriculum, especially for those students who want to explore an area further; it would not generally be used to help a teacher deliver the core curriculum.

feedback

An indication of the correctness, completeness, or appropriateness of responses made by a student, generated by a software application and directed back to the student.

gaming

The software is primarily intended to set up games for students, though some facts and skills may be learned incidentally in playing the games.

graphing utilities

The software provides tools for representing data in many formats (e.g., line graphs, bar graphs, Venn diagrams, pie charts).

image capture

The software has tools that allow students to scan and/or import images into an application.

image processor

The software has tools that allow students to edit or modify images.

information retrieval/resource

The software is primarily intended to gather together information on a topic or subject; this would include, for example, multimedia CD-ROM encyclopedias, image databases on laserdisc, or subject-specific references (e.g., on organic molecules, proteins, mathematical functions, dates of historical events).

instructional management/student record-keeping

The software tracks students' progress through a structured curriculum and helps teachers maintain records on this progress; integrated learning systems are often designed with thorough, fairly prescriptive instructional management systems.

learning cycle

Any coherent set of phases that students move through as they develop concepts. Typically, a learning cycle first engages students in considering a question or problem, then involves them in developing and implementing strategies for investigating the question or problem, and concludes as students synthesize what they have learned.

learning strategies

Tactics that the student uses to improve his or her understanding of material (e.g., representing knowledge using graphic organizers; posing self-generated questions before, during, and after reading; summarizing what has been learned in one's own words).

learning styles

Modes of learning toward which people gravitate as they attempt to master a topic. For example, people who have a visual learning style would prefer a diagram to learn a topic while those who are largely auditory would prefer a spoken explanation.

memory strategies

Strategies students can use to improve their retention, such as chunking of items into categories, elaboration of meaning, and image association.

microcomputer-based laboratory (MBL)

The computer is connected to probes (e.g., sensors for pressure, temperature, light intensity) that send data to the computer. The software usually provides tools for analyzing the data gathered from experiments conducted with the probes.

multidisciplinary approach

An approach to a problem, issue, or subject matter that employs a number of different disciplinary perspectives in constructing an understanding of all aspects of a topic (e.g., an environmental issue involves ecological, economic, and moral dimensions).

multimedia

Coordinates diverse sensory modes (auditory, visual/graphical, textual/symbolic, kinesthetic/movement, etc.) into an integrated environment for a user interacting with the computer.

open-ended problems

Problems that do not have one clear-cut path to their solution, that often have more than one solution, that very often involve real-life "messy" data, and that often require nuanced judgment about ways to optimize multiple (and sometimes competing) variables.

parameters

Variables that characterize or determine the state of a system or entity and that may take on a specified range of values.

performance-based assessment

Assessments that require students to do more than simply report back the knowledge that they have acquired; they require that students demonstrate they can actively use the knowledge they have learned to solve problems, make decisions, create products, or render services of value beyond the classroom.

pre-processed databases

The software presents data that has been largely analyzed; students are generally not asked to process the data further and/or do not have many opportunities to modify this data.

problem solving

The software provides explicit help to students in moving through a problem-solving or inquiry process; phases of such a process are indicated (e.g., problem posing, definition, strategy formulation, implementation, and evaluation) and the process generally culminates in a relatively complex product (i.e., involves more than a discrete, right/wrong answer).

problem-solving strategies

Tactics that a student employs in the course of solving a problem, such as brainstorming a wide range of solution strategies, working backwards from the desired solution or conclusion, developing a simpler model of a complex problem, re-representing the problem, etc. (Sometimes referred to as "heuristics.")

raw databases

The software presents data that is largely unformatted.

real-world situations

Situations involving real data related to actual problems and events in the world beyond the walls of the classroom; they present problems and issues that people in everyday settings are likely to encounter.

remediation/review

The software is principally intended to help students reinforce or consolidate targeted skills.

self-directed learning

Learning marked by the capacity of the learner to formulate his or her own goals in learning, generate strategies for achieving these goals independently, and accurately evaluate his or her own success in meeting these learning goals.

simulation

The software sets up scenarios or models that students can manipulate or act out; such software often allows students to pursue different paths to a solution.

standardized instruction

The software is primarily intended to deliver information on a particular topic; it delivers this information in a direct fashion, as if it were a lecture or textbook in a software medium.

statistical analysis

The software provides tools that go beyond basic data representation and graphing to calculate statistical measures.

student confidentiality

The need to keep information private that teachers would want only an individual student to know, such as test scores, teacher observations on performance, and family history.

summative information

Data that captures and encapsulates what a student has learned as the result of completing a learning cycle (see above).

supplemental materials

All materials accompanying the software that help teachers and students use the software in the classroom (e.g., classroom activities, scope and sequence charts, blackline masters, teacher's guide).

text analysis

The software provides tools for students to study current text or examine text that they are writing (e.g., outlining programs, graphic organizers for text structure, indices of word frequency and complexity).

tutoring

The software is principally intended to help students learn a content area independently; the software is set up as a tutorial, with models and examples of what should be learned, performance or concept-based tests to assess what is learned, and feedback based on such assessments.

Ohio SchoolNet Plus Learning through Software



A Software Evaluation Protocol Designed for Teachers by Teachers

Version 3c - July 18, 1997

The initial version of this protocol was developed by teachers of the Reynoldsburg City School District, Reynoldsburg, Ohio.

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To make best use of this protocol, it is important to be familiar with and make reference to the appropriate national and state standards and guidelines.

- Language Arts:** *Standards for the English Language Arts* (1996), International Reading Association & the National Council of Teachers of English
Model Competency-Based Language Arts Program (1996), Ohio Department of Education
- Mathematics:** *Curriculum and Evaluation Standards* (1989), National Council of Teachers of Mathematics
Model Competency-Based Mathematics Program (1990), Ohio Department of Education
- Science:** *National Science Education Standards* (1995), National Research Council
Ohio's Model Competency-Based Program (1994), Ohio Department of Education
- Social Studies:** *Curriculum Standards for Social Studies: Expectations of Excellence* (1994), National Council for the Social Studies
Ohio's Model Competency-Based Program (1994), Ohio Department of Education

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Part I: Software Profile

Title of Software: _____

Version: _____

Publisher: _____

ENC-Number: _____ REC-Number: _____

Platform (Circle): Apple II Mac Dos Windows 3.1 Windows 95 Other _____

Media (Circle): Floppy Disk CD-ROM Laserdisc Vidoctape Other _____

Primary Subject Focus (circle one):

Mathematics Science Language Arts Social Studies

Additional Subjects Addressed (circle all that apply):

Mathematics Science Language Arts Social Studies Other: _____

If there is more than one subject present in the package, are the subjects presented (check one):

___ in an interdisciplinary (but not integrated) fashion? ___ as an integrated whole?

Note: In integrated materials, the primary subjects are blended or intertwined so that you cannot point to a given section of the materials and say something like "this section is math and this section is language arts." Interdisciplinary materials have significant content in two or more subject areas, but that content is not blended; it simply co-exists in the same resource.

1. To what extent does the level (grade or age) reported by the software publisher accurately reflect the level at which the software package should be used?

1	2	3	4	5
The grade or age levels reported by the publisher appear to be inaccurate.	The grade or age levels reported by the publisher are true for only some of the grade levels.	The grade or age levels reported are appropriate.	The grade or age levels reported are appropriate, but the software could be used for a wider range of grade or age levels.	The grade or age levels reported are appropriate, but the software could be used flexibly for students at any level.

At what grade levels is it most appropriate to use this software package? (Circle all that apply; cluster as appropriate.)

Pre K K 1 2 3 4 5 6 7 8 9 10 11 12

2. This software can be used for (check all that apply):

- | | | |
|---|---|--|
| ☐ Remediation/Review | ☐ Drill and practice | ☐ Standardized instruction |
| ☐ Tutoring | ☐ Enrichment | ☐ Information retrieval/resource |
| ☐ Assessment | ☐ Gaming | ☐ Instructional management/Student record-keeping |
| ☐ Simulation | ☐ Collaborative projects | ☐ Problem solving |
| ☐ Demonstration | | ☐ Microcomputer-based lab activities |
| ☐ Authoring (e.g., drawing, publishing, multimedia production) | | ☐ Other _____ |

3. To what extent does the software provide tools that allow students to collect, analyze, import, and manipulate text, graphics, and other forms of data and information?

1	2	3	4	5
No tools are provided.	Only a couple of tools are provided and they function poorly or in a very limited way.	Some tools are provided and generally function in an appropriate fashion.	Many tools are available and can be accessed at certain times. Suggestions for their use are provided.	Extensive tools are fully accessible at all times in the program and their use is thoroughly and effectively integrated into the program.

4. If the software provides such tools, what features are available in the tools included (check all that apply):

Productivity	Media	Networking	Information Resources	Analysis
☐ Word processing	☐ Multimedia authoring	☐ E-mail	☐ Raw databases	☐ Text analysis
☐ Spreadsheet	☐ Image capture	☐ Web browsing	☐ Pre-processed databases	☐ Statistical analysis
☐ Database	☐ Image processor	☐ Online forums	☐ Encyclopedia or compendia	☐ Graphing utilities
☐ Presentation	☐ Other _____	☐ Online collaboration	☐ Other _____	☐ Other _____
☐ Other _____		☐ Other _____		

5. This package is designed to be used with (circle all that apply):

Individual Students Small Groups Whole Classes

6. To what extent does this package provide effective teaching and learning guides and other supplemental materials to help teachers integrate the software package into the curriculum?

1	2	3	4	5
No guides are provided, or guides provided are ineffective.	Some guides are provided, though they are of minimal help or use.	Moderately effective guides are provided.	Guides are effective in helping teachers integrate the software package into the curriculum.	Highly effective guides provide extensive and high quality resources for integration.

Please check all the types of supplemental materials included in the software package:

☐ Worksheets	☐ Links to related Web-based projects	☐ Examples of how the product may be used
☐ Dictionary/Thesaurus	☐ Audio tapes	☐ Assessment guides
☐ Trade books	☐ Classroom activities	☐ Databases
☐ Graphics	☐ Teacher's guides and suggestions	☐ Other _____
☐ Templates for product creation		

7. The predicted level of interest of students in this software is: Low _____ Moderate _____ High _____

8. Is security necessary to protect student confidentiality and/or maintain data integrity? Yes _____ No _____

If your answer is "yes," to what extent does the system provide security for the sections of the software package designed for teacher use, which contain personal information about students, or which contain assessment information?

1	2	3	4	5
No security is provided for sections of the software intended for teachers only or security is easily breached.	With minimal effort, a student could access teacher-only information or otherwise breach the security of the software.	Modest security is provided but the security could be overcome by a determined student.	Adequate security is provided for most purposes, very few students could overcome the security provisions.	Security systems provided are highly effective and cannot be overcome by students.

9. This package incorporates special features that support adaptive/assistive technologies (speech synthesizing, sip-and-puff switch, etc.).

Yes _____ No _____ Insufficient Information _____

Notes: _____

10. This package is known to work with adaptive/assistive technologies run in conjunction with but not part of the package.

Yes _____ No _____ Insufficient Information _____

Notes: _____

11. Is this package free of stereotypes? Consider the following:

- | | | | |
|---|------------------------------|-----------------------------|---|
| a. Are females represented in lead and professional roles as frequently as males? | Yes ☐ | No ☐ | Not applicable ☐ |
| b. Are non-whites portrayed in lead and professional roles frequently? | Yes ☐ | No ☐ | Not applicable ☐ |
| c. Is a diversity of cultural traditions and practices represented in a positive fashion? | Yes ☐ | No ☐ | Not applicable ☐ |
| d. Are individuals with physical impairments represented in a positive fashion? | Yes ☐ | No ☐ | Not applicable ☐ |

Part II: General Software Evaluation

A. How are ideas developed as the student interacts with the software?

1. To what extent does the software emphasize the central concepts and big ideas of disciplines?

1	2	3	4	5
Central concepts and big ideas are not addressed or are defined in inappropriate or vague terms.	A few central concepts and big ideas are presented.	Some central concepts and big ideas are presented.	Most central concepts and big ideas are clear and well defined.	All concepts and big ideas are clear and well defined.

2. To what extent does the software make meaningful connections among ideas within and/or across disciplines?

1	2	3	4	5
Focus is confined to one topic area.	There are occasional connections with other concepts and/or disciplines.	In some instances, several concepts are connected and/or multidisciplinary perspectives used.	Meaningful connections are made among many of the concepts or disciplines presented.	Strong connections are made among multiple concepts and across multiple disciplines.

3. To what extent does the software allow students to decide among challenging options with multiple paths?

1	2	3	4	5
Only simple tasks with one path are provided.	Tasks are relatively simple.	Some tasks are moderately challenging and offer more than one path.	Opportunities are provided to pursue relatively challenging tasks with different strategies.	Software provides multiple opportunities for creative exploration of topics.

4. To what extent does the software present ideas that can be transferred to other learning contexts (e.g., written work, classroom activities, and projects)?

1	2	3	4	5
There is no connection between concepts presented in the software and other student learning contexts.	Concepts transfer to few learning contexts.	The software presents some concepts that transfer to different learning contexts.	Students often use the concepts that they learn working with the software in other learning contexts.	Concepts transfer fluently to a diversity of student learning contexts.

5. To what extent does the software foster the use of critical thinking processes to enhance understanding?

1	2	3	4	5
Focus is on drill and practice.	Carefully structured situations are used to learn isolated concepts.	Well-defined situations focus on mid-level concepts.	Some situations require an understanding of broad concepts to interpret and address them.	Open-ended problem-solving processes are used to discover and explore higher-level concepts.

B. How well does the software engage students in negotiating meaning, constructing understanding, conducting inquiry, or solving problems?

1. *To what extent does the software present authentic tasks (i.e., application of skills to real-world situations, questions, issues, conflicts, dilemmas, and problems)?*

1	2	3	4	5
Situations are contrived and do not reflect real-life experiences.	Tasks are based on situations that make some reference to real-life experiences.	Tasks are based on real-life situations but applications are limited.	Tasks are based on real-life situations and offer some applications that lead to viable results.	Tasks reflect real-life situations and are used to initiate a wide range of thoughtful approaches or applications that lead to viable results.

2. *To what extent does the software allow for varied approaches to learning or learning styles (linguistic, logical-mathematical, visual-spatial, musical, interpersonal, intrapersonal, bodily kinesthetic, etc.)?*

1	2	3	4	5
One approach to learning is followed.	One approach is largely followed, but occasionally other approaches are used.	Some varied approaches to learning are used.	Learners are introduced to many different approaches to learning.	Learners are effectively engaged by using diverse approaches to introduce concepts and promote higher-level thinking.

3. *To what extent does the software engage learners in using various forms of representation and expression?*

1	2	3	4	5
Little or no opportunity is provided to use more than one form of representation or expression.	Opportunities to respond in more than one way are presented, but they are fairly rote.	Opportunities to respond in more than one way are presented, but the application is cumbersome or limited.	Learners are given some opportunity to demonstrate their knowledge using different forms of media and formats.	Learners are given rich and varied opportunities to demonstrate their knowledge using many forms of media and formats.

4. *To what extent does the software enable learners to link ideas in a meaningful sequence?*

1	2	3	4	5
Primary focus is on skills and facts with little or no meaningful sequence and no opportunity for self-directed inquiry.	Some sequencing of facts and skills occurs with little opportunity for self-directed inquiry.	Concepts are approached as carefully structured sequences of skills and facts with minimal opportunity for self-directed inquiry.	Learners have some opportunities to direct their own inquiry using the software to support meaningful concept links.	Learners have opportunities to direct their own inquiry using the software to investigate or discover meaningful concept links.

5. *To what extent does the software encourage and support self-directed learning?*

1	2	3	4	5
Only teacher-directed learning with students as passive recipients of information is promoted.	Learning is largely structured and directed.	Some self-directed learning is employed but few opportunities for learners to generate their own responses are provided.	A great deal of self-directed learning is employed with some teacher intervention.	Self-directed learning is promoted while encouraging teachers to assume the role of a co-investigator and facilitator.

6. *To what extent does the software encourage and support collaborative learning?*

1	2	3	4	5
Software is designed to be used individually.	The teacher can adapt the software for some collaborative group activities.	Collaboration among learners on teacher-defined tasks is allowed.	Some support and encouragement for independent collaboration among learners is provided.	Extensive and sustained open-ended collaboration among learners is supported.

SchoolNet Software Review Protocol

7. *To what extent does the software support performance-based assessment by allowing learners to demonstrate their knowledge using tools to gather, interpret, and present information?*

1

No tools are provided to support performance-based assessment.

2

Minimal tools for performance-based assessment are provided; most tools are used for pre-programmed responses.

3

Tools are provided that can only be used with data generated by the software.

4

Some opportunity is allowed for learners to gather, present, and interpret their own data in their own way.

5

Tools are provided that can be used with data both generated by the software and independently by learners to demonstrate their knowledge.

C. What are the technical characteristics of the software?

1. *To what extent does the software recover from student errors or intentional attempts to disrupt software operation?*

1

Software can be disrupted easily and recovers poorly from student errors.

2

Software can be disrupted by student error but recovery is adequate.

3

Software can be disrupted with some effort, but in general is tolerant of student errors and intentional attempts to disrupt operation.

4

Software can be disrupted only with significant effort by students.

5

Software cannot be disrupted by student errors or attempts to disrupt software operation.

2. *To what extent can students work independently with the software?*

1

Students need direct assistance from others to use the software. Little or no help is provided by the software.

2

Students spend an inordinate amount of time learning how to use the software and frequently require help. Minimal help may be provided by the software.

3

Students can use the software with only occasional help needed. Help may be provided by the software.

4

Students can use the software independently with little difficulty. Help is provided by the software.

5

Students can easily use the software independently. Extensive help is provided by the software.

3. *To what extent does the software allow students to review/revise a previous section of their work?*

1

Software does not allow students to review/revise prior work.

2

Software allows students to review/revise prior work only with effort.

3

Software allows students only limited review/revision of prior work.

4

Software allows many opportunities for review/revision of prior work.

5

Software allows extensive review and revision of prior work as needed.

4. *To what extent does the software effectively use multimedia (sound, graphics, video, etc.)?*

1

Multimedia is not employed.

2

Multimedia is employed, but primarily used for diversion, entertainment, or reward.

3

Multimedia is employed and of interest, but is not critical to the learning of content.

4

Multimedia is used appropriately to enrich and enliven the content to be learned.

5

Multimedia approaches are creatively employed and integrated as critical elements of the learning experience.

5. *To what extent does the software allow the teacher to modify the software parameters (set difficulty levels, input word lists, etc.) for use with diverse students?*

1

Teacher cannot modify software parameters.

2

Only limited teacher modifications are available.

3

Teachers can modify some parameters with considerable effort.

4

Teachers can modify some software parameters easily.

5

Teacher can easily and extensively modify the software parameters.

6. To what extent does the software have an easy installation process?

1	2	3	4	5
Installation was difficult and confusing, and/or was unsuccessful on one or more attempts.	Installation required much effort, but was successful.	Installation was moderately easy with adequate instructions provided.	Little effort was needed to install the package.	Installation is very easy; the user is guided through the process by the software.

D. How effectively does the software support skills development?

1. To what extent does the software provide assessments that identify areas where further student development is needed and suggest paths for further development?

1	2	3	4	5
Limited or no summative information on student performance is gathered.	Some summative feedback on student performance, but no identification of areas of difficulty or ways to improve is provided.	Summative information on student performance is provided, but offers no suggested paths for further development.	Error patterns are identified and some suggestions for correcting the patterns are provided.	Error patterns are diagnosed and feedback targeted at helping learners work through misconceptions underlying these patterns is provided.

2. To what extent does the software correlate with the publisher's learning objectives?

1	2	3	4	5
There is little or no correlation between the software and the learning objectives.	There is a weak correlation between the software and the learning objectives.	The software represents some of the learning objectives.	The software represents a substantial number of the learning objectives.	The software represents all of the learning objectives.

3. To what extent does the software provide multiple entry levels with an appropriate progression in difficulty, balancing the confidence built through skill fluency with the challenge of increased complexity?

1	2	3	4	5
Software is set at one level.	Software increases in difficulty but is unable to provide multiple entry points.	Software provides some entry levels, but does not automatically advance students as they develop skill fluency at each level.	Software provides several entry levels with some automatic advancement in increasing difficulty.	Software provides multiple entry levels while effectively balancing increasing complexity with confidence-building reinforcement.

4. To what extent does the software provide a clear model specifying the essential aspects of the skills that it is designed to develop?

1	2	3	4	5
The skills to be developed are not defined.	Skills to be developed are merely listed.	Some indication of a breakdown of skills is provided, but models are not.	Some aspects of the skills to be developed are modeled.	All essential aspects of each skill to be developed are clearly modeled.

5. To what extent does the software provide useful feedback to the student?

1	2	3	4	5
No feedback is provided to the student.	Some positive reinforcement is given as a result of correct responses.	Along with positive reinforcement, examples are available upon request.	Along with positive reinforcement, some hints or clues are available when requested.	Feedback is appropriately detailed, giving hints, clues, positive reinforcement, and examples on an as-needed basis, monitored by the software.

6. To what extent does the software allow students to plan their own learning and check on their understanding (e.g., setting their own goals, choosing their own learning strategies, determining their own pace, learning to assess their own performance)?

1	2	3	4	5
No opportunities are provided for learners to plan their own learning or check on their understanding	Few opportunities are provided for learners to plan their learning and check on their implementation of learning strategies	Some opportunities are provided for learners to plan their learning and check on their implementation of learning strategies	Many opportunities are provided for learners to plan their learning and check on their implementation of learning strategies	The software encourages and supports learners in becoming fully strategic in moving through all phases of a learning cycle.

7. To what extent does the software develop memory strategies and/or skills so that problem solving or comprehension become more fluent?

1	2	3	4	5
Information is merely presented without providing any aid in the process of memory recall.	Some repetition in process is provided for the purpose of requiring a certain degree of memory retention.	The memory strategies of selecting key terminology and prioritizing terms are used.	Mnemonic aids such as clustering and image association are modeled to enhance memorization skills.	Links among memorization strategies, comprehension, and problem solving are provided.

Part III: Subject Specific Software Evaluation

A. What is the correlation of the software content with the relevant standards?

Use the space below to list key standards with which the software aligns. Refer to the *Standards for the English Language Arts*, the *Curriculum Standards for the Social Studies*, the *Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics*, the *National Science Education Standards* from the National Research Council, and the *Ohio Competency-Based Curriculum Models* for Language Arts, Social Studies, Mathematics, and Science, K-4.

Also, rank the level to which the package appears to align with the standards identified using the following scale:

Alignment	1 — Poorly aligned
	2 —
	3 — Moderately aligned
	4 —
	5 — Well aligned

Source: NCSS, IRA/NCTEL, NCTM, NRC, Ohio	Standard Number	Standard Description or Text	Level of Alignment

(Attach additional sheets as necessary)

B. Social studies

1. To what extent does the software connect learners with primary sources (e.g., interviews, first-person accounts, artifacts), either people or text, in order to obtain authentic and accurate information?

1	2	3	4	5
Access to primary source materials is not provided.	Limited access to primary source materials is provided.	Access to some primary source materials is provided.	Different kinds of primary source materials are accessible.	A wide range of primary sources with authentic and accurate information is provided.

2. To what extent does the software help learners use and think critically about information sources (e.g., printed matter, video, and Internet-based information)?

1	2	3	4	5
Only one type of information source is provided (e.g., textbooks, reference materials).	A limited range of information is presented without asking learners to use or think critically about it.	A range of information sources is available for learners to use but only occasionally are they asked to think critically about them.	A range of information sources is available for learners to use and learners are asked to think critically about them.	Learners are asked to use and think critically about a wide range of information sources.

3. To what extent does the software provide opportunities for learners to use the tools and resources of a social scientist (for example, do history like a historian, study culture like an anthropologist)?

1	2	3	4	5
Learners are not offered opportunities to participate in constructing knowledge using the tools of social scientists.	Learners may indirectly learn about social science methods from dealing with social studies knowledge, but they are not engaged in using those methods.	Learners are provided with some information that allows them to analyze and interpret social studies knowledge that is presented.	Learners are provided opportunities to use different tools, methods, and information sources to construct their own interpretations and meanings.	Learners are provided opportunities to use a range of methodologies and multiple ways of representing knowledge, and to reflect on their use of methods and presentation of results.

4. To what extent does the software help learners understand their roles and roles of others as citizens in a democracy and as participants in a global community?

1	2	3	4	5
There are no opportunities to play roles or participate in decision making that helps learners to understand democratic processes.	There is some description of democratic processes and procedures, but no direct participation in democratic processes.	Democratic processes are discussed and some opportunities for modeling, simulating, and carrying out democratic processes are provided.	Democratic processes are discussed and there are many individual opportunities to participate in processes that involve local, national, and global issues.	Learners are given opportunities to play roles that they help to define and to participate in decision making analogous to participatory democracy in local, national, and global issues.

5. To what extent does the software help learners become aware of opportunities to make changes in addressing personal and larger societal issues?

1	2	3	4	5
Ways in which topics and issues might affect personal and societal spheres of action are not considered.	Ways in which topics might affect spheres of action are considered but roles and responsibilities are highly prescribed and stereotypical.	Learners are provided with some opportunities to think about how topics might affect their choices, but there are few opportunities to apply that knowledge.	Ways to plan and make changes are presented, and there are various opportunities to practice using that knowledge.	Learners can plan, negotiate, implement, and evaluate changes related to personal, societal, and global issues.

6. To what extent, either in the process or the content, does the software help learners develop interpersonal knowledge and skills?

1	2	3	4	5
Opportunities for developing social interaction skills or for understanding social interactions are not provided.	Information is provided about social interaction skills, but there is no opportunity to use them.	Information about social interaction skills is provided with some opportunities to use these in social interactions.	Opportunities to learn about social interaction skills and various opportunities to use them in social interactions are provided.	Various ways that learners can work together while doing the program and/or the ways to develop skills around creating and managing productive social relationships are provided.

7. *To what extent does the software help learners understand and reflect on the values and beliefs underlying cultural practices, including their own?*

1	2	3	4	5
Only one perspective related to values, persons, and/or historical accounts is provided.	More than one perspective related to values, persons, or historical accounts is provided, but they are stereotypical in character.	Learners are provided with access to multiple points of view but there is little connection made to the learners' own values, beliefs, and culture.	Learners have access to multiple points of view that help them understand different values, perspectives, and/or historical accounts.	Learners consider multiple and diverse perspectives to understand world views, values, and belief systems of other individuals in relation to their own values and cultural context.

C. Language arts

1. *To what extent does the software provide opportunities to move back and forth between understanding/interpreting text and producing text?*

1	2	3	4	5
No opportunities for learners to move back and forth between understanding/interpreting text and producing text are provided.	Suggestions are provided for learners to use their understandings of text as a prompt for production and to use their productions to gain insights into interpretations.	Adequate opportunities are provided for learners to use their understandings of texts to prompt production, and to use production of text to enrich interpretations.	Many opportunities are provided to move back and forth between understanding/interpreting text and producing text.	Rich extensive opportunities are provided to weave together the processes of interpretation, understanding, and production of texts. These are experienced as relatively seamless transitions.

Reading/Understanding

☐ This section **Not Applicable**

2. *To what extent does the software help guide the reader/listener/interpreter through activities that foster comprehension and stimulate interpretations before, during, and after the interaction with the text/product (viz., printed communications; oral communications, such as speeches and conversations; and visual communications, such as film and video)?*

1	2	3	4	5
No help in preparing for, monitoring, or debriefing on learners' attempts at interpretation is provided.	Limited assistance for learners is provided in interpreting text before, during, and after an encounter with the text/product.	Assistance for learners is provided before, during, and after the attempt at interpretation, though it is rudimentary.	Adequate assistance is provided to the learner before, during, and after an attempt at interpretation.	Help and structure are provided to learners in developing and implementing strategies to enhance comprehension and stimulate interpretations before, during, and after interaction.

3. *To what extent does the software help the reader/listener/interpreter comprehend and recognize useful and accurate patterns and structures of the text/product?*

1	2	3	4	5
No assistance in comprehending and recognizing patterns and structures of text is provided.	Some opportunities in comprehending and recognizing patterns and structures of text are provided.	Many opportunities in comprehending and recognizing patterns and structures of text are provided.	The structural aspects of the text/product are highlighted.	Learners are engaged in using a wide range of strategies, patterns, and structures.

4. *To what extent does the software incorporate supports and cues that help the reader/listener/interpreter monitor and refine understandings?*

1	2	3	4	5
No supports or cues for monitoring and refining understandings are provided.	Some supports and cues for monitoring and refining understandings are provided.	Adequate supports and cues are provided for checking and revising understandings.	Many opportunities to monitor and refine understandings are provided.	Learners build increasingly robust and accurate understandings of the text/product.

5. To what extent does the software reflect the accurate and multifaceted relationships between spoken language and written language?

1	2	3	4	5
Decoding words in isolation—letter by letter—is emphasized	Recognizing word patterns using decoding skills is emphasized	Both decoding of words letter by letter and word pattern decoding skills are explored	Beginning relationships between spoken language and written language are explored	A balance between spoken language and written language is reflected

Writing/Production

☐ This section **Not Applicable**

6. To what extent does the software help the writer/speaker/creator set purposes for communication based on anticipated audience and goals for the communication?

1	2	3	4	5
No prompts to set purposes for communication are provided	The purpose of the communication is indicated	The learner is prompted to set purposes for communication	Many opportunities to set purposes for communication are provided	The learner is engaged in thinking critically about crafting text based on the audience and goals for communication

7. To what extent does the software provide structures and aids for organizing the learner's work?

1	2	3	4	5
No assistance is provided for organizing the learner's work	Suggestions are made for organizing the learner's work	Tools and structures are provided for organizing the learner's work	Prompts to help the learners think through how best to organize their work are provided	Extensive advice and feedback on the organization of work, as well as a full suite of tools for structuring a text/product, are provided

8. To what extent does the software provide tools for refining and revising work based on accepted forms within a relevant community of language users (e.g., creative writers, nonfiction writers, general public using standard English, technical/specialist audiences, filmmakers/videographers, songwriters)?

1	2	3	4	5
No tools for refining or revising work are provided	Some criteria relevant to evaluating work done by the learner are presented	Adequate information and resources for understanding the criteria applicable to their work are provided	Some tools for articulating and using criteria for evaluating their work based on accepted forms in a language community are provided	A full suite of tools is provided for students to articulate and use criteria for evaluating their work based on accepted forms in a language community

D. Mathematics and Science

1. To what extent does the software present accurate and up-to-date information in mathematics and/or science?

1	2	3	4	5
Information is generally inaccurate and/or out-of-date	Information is inaccurate or out-of-date more often than not	Information is occasionally inaccurate and out-of-date	Information is accurate and current, with a few exceptions	Information is accurate and current

2. To what extent does the software promote cross-disciplinary connections between mathematics and science?

1	2	3	4	5
Focus is on discrete concepts confined to one topic area	Occasional, rather superficial mentions are made to connections with other concepts and/or disciplines	In some instances, several concepts are connected and/or multidisciplinary perspectives used	Meaningful connections are made among many of the concepts or disciplines presented	Strong connections are made among multiple concepts and across multiple disciplines

SchoolNet Software Review Protocol

3. To what extent does the software use problem-solving processes to help learners build their conceptual understanding in mathematics and/or science?

1	2	3	4	5
Focus is on drill and practice around rote computation and factual recall.	Carefully structured problems are used to learn isolated facts and procedures.	Well-defined problems focus on mid-level concepts.	Some problems require an understanding of broad concepts to interpret and address them.	Open-ended problem-solving processes are used to discover and explore higher level concepts.

4. To what extent does the software motivate and enable learners to construct their own model or simulation in the course of problem solving?

1	2	3	4	5
Learners are not given the opportunity to develop models or simulations.	Some use of models or simulations is made, but little or no opportunity is provided for modification or experimentation.	Learners are allowed some flexibility in developing or modifying limited models or simulations generated by the software.	Extensive use is made of models or simulations, and there are meaningful opportunities to modify or experiment with these models or simulations.	Learners are given tools and support for designing their own models or simulations to solve problems on their own.

5. To what extent does the software present authentic problems to be solved?

1	2	3	4	5
No problems are presented or problems are contrived and do not reflect real-life situations.	Some problems make reference to real-life situations or applications.	Problems are based on real-life situations but are constrained due to the approaches built into the software.	Problems are based on real-life situations and allow some different approaches to solutions.	Problems are based on real-life situations and evoke varied and thoughtful approaches to solutions.

6. To what extent does the software engage learners in inquiry around open-ended problems?

1	2	3	4	5
No opportunities for open-ended inquiry are provided.	Questions or problems are presented, but they usually only involve retrieving facts or doing simple computation.	Engagement occurs through solving well-defined, but moderately challenging, problems in step-by-step fashion.	Engagement occurs through solving some problems requiring interpretation and a plan of attack.	Engagement largely occurs through sustained inquiry using significant concepts.

7. To what extent does the software provide tools integrated into the program which allow learners to collect, analyze, and manipulate data?

1	2	3	4	5
No tools are provided or the tools that are provided do not function well.	Only a couple of tools are provided and they function poorly or in a very limited way.	Some tools are provided and generally function in an appropriate fashion.	Many tools are available and can be accessed at certain times. Suggestions for their use are provided.	Extensive tools are fully accessible at all times in the program and their use is thoroughly and effectively integrated into the program.

Part IV: Software Profile

Please provide a brief statement of the strengths and weaknesses you see in this software product. Focus your comments on things that you feel would assist other teachers in determining if this package is right for use in their class with their students. Also, if you have used this software with students, please share your experiences here.
(Attach additional sheet if necessary.)

Part V: Evaluator Profile

Please note that this SSRP evaluation will not be made available to other educators unless the Evaluator Profile is completed. Contact information (name, address, phone numbers, and e-mail address) will be kept confidential unless SSRP is given permission to release that information. To give such permission, you must place your initials in the space next to the phrase "You may publish ...".

This evaluation was prepared by (Check one):

- ☐ An individual teacher
☐ A group of teachers

The individual or group providing this evaluation has (Check one):

- ☐ No experience using this package with students
☐ Limited experience using this package with students
☐ Extensive experience using this package with students

The grade levels of the teacher (or teachers) doing this evaluation were (circle all that apply):

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Date of Evaluation: / /

Name: _____

Address: _____

You may publish my address. (initials)

Phone: Home: () _____

You may publish my home phone number. (initials)

School: () _____

You may publish my work phone number. (initials)

E-mail: _____

You may publish my e-mail address. (initials)

If you would be willing to correspond about or discuss this package with other teachers and are willing to have the information you have initialed above made public, please sign here:



Section II: Evaluating Software

During the summer of 1997, the second phase of the SchoolNet Software Review Project took place. A group of teachers gathered at ENC to familiarize themselves with the protocol and spend two weeks evaluating language arts and social studies software. A few of the participants took time out of their busy schedule to discuss how they became involved, what they thought of the protocol, and what some of their favorite software items were.

Hear What the Participants Have to Say

Julia L. Harris
ENC Publications Team

Kim Given, currently a third-grade teacher from Cincinnati and soon to be an Educational Technology Instructor, found out about the SchoolNet Software Review Project from her school's Technology Coordinator. "I got the application the day before it was due," she laughs.



Kim Given

While working at ENC last summer, Given was paired with fourth-grade teacher Scott Emery, who works for the Dublin school system. Emery, who found out about the program through the SchoolNet listserv, was very impressed with the protocol they were using, but he says that the selection of software was not quite so impressive. "I'd say about 80 percent of what we looked at was poor," he notes. Given adds, "A lot of it was drill and practice. And many programs didn't have stated objectives or any real assessment feature."

Picking Favorites

When asked to choose their favorite, they have to ponder for a while before deciding on *Nile: Passage to Egypt* from Discovery Channel Multimedia. Emery explains, "It's an excellent social studies and culture studies resource; the interactivity was excellent." Given agrees: "The video guide gave you all the information you needed, plus interesting facts about the Nile."

The two of them feel their involvement with the project has been and will continue to be helpful. Both plan to return to their schools and implement the skills they have learned. Given adds, "It was really helpful to have the facilitators here, the people who participated in 1996. It was good to hear how they implemented what they learned, too."

Nancy Varian is a third-grade teacher at East Canton Elementary School in Stark County, Ohio. During the summer institute, she worked with Beth Whitford, a fourth-grade teacher from Westerville in Franklin County. Both of them were familiar with the work of SchoolNet before coming to work on the evaluation project, because they both have computers and equipment in their schools that have been provided by SchoolNet.

When they encountered a new piece of software, the first things they looked for were how well it engaged students and its degree of interactivity. However, Whitford is quick to add, "I also jumped right away to standards—how well it supported both national and state standards."

Varian also looked for how "teacher-friendly" the software was. "I looked at how easy it was to use, getting it loaded, that sort of thing. I'm interested in how well teachers are going to be able to use it, and I know that a lot of them aren't all that familiar with computers and software."



Scott Emery

For them, the selection of software titles to review was a mixed bag. Whitford laughs and confesses, "Some of it I just wanted to grab and take home with me; others, well . . ." One of their favorite pieces was *Exploring the Titanic* from Scholastic. Varian explains, "I think it's software that kids would really get excited about. It contains stories and letters of people who lost loved ones, plus articles and pictures. It can be used in the classroom in a variety of ways and across many curriculum areas—language arts, social studies, even science."

Whitford agrees. "It really teaches kids the importance of primary sources, and that can be difficult to find. The program gives special insight into a real event in history. Reading some of those letters is a very touching experience."

They both are enthusiastic about the benefits of their participation in the evaluation project, not just for themselves but for the impact it will have on their colleagues. "I learned a lot just with respect to computer usage," Varian says. "And seeing what's available in terms of software has helped too. Often, teachers are given a chunk of money that they have to spend by Friday, and they go through pages and pages of catalogs thinking, 'Well, that looks good,' and they buy it but they don't really know what they're getting. And the marketing text can be so misleading."



Beth Whitford

For Whitford, the most important benefit was the protocol itself. "It's so important to have a protocol in my hand that gives some substantial criteria," she explains. "It addresses the big ideas and concepts, and shows how to find software that's supported by national standards."

Bonniejean Meyer and Lois Klamar also took part in the previous summer's evaluation. Meyer is a fourth-grade teacher from Cleveland's Tremont Elementary and Klamar works at Cleveland's Jamison CompuTech Center with learning-disabled students.

Both Meyer and Klamar became involved with the project because they believed in the importance of what SchoolNet is trying to accomplish. Meyer explains, "I wanted to be able to make more knowledgeable choices and recommendations for software purchases." She laughs, "And once we did it the first time, we figured we could do it again."

Klamar adds, "We're both in leadership roles, and we felt it was important to see what kinds of math and science software were out there."

When asked to compare the 1997 evaluation with the one from 1996, Meyer smiles, "Well, the second time around we laughed a lot more!" She adds, "I'd also say that this time, we had newer software. And not as many computer problems. For the first one, we had a lot of trouble with older programs, programs that we had difficulty loading or that seemed like they were just modified versions of old Apple IIe software."

"Before, the focus was on problem solving and inquiry," Klamar elaborates. "This time we looked at a broader range of criteria for evaluating software."

Even though they agree that there has been a number of noteworthy titles, they still have a favorite: *Author's Toolkit* from Sunburst. "It really addresses the protocol. Authoring tools came up with high scores from everybody," Klamar says. "The protocol opened our eyes to having kids use computers as another tool in the classroom."

"This piece really addressed the standards," adds Meyer. "It seems like publishers are catching on—glitz just doesn't do it anymore! There's got to be something more to it."

For both teachers, educational software should be something that extends and enhances their classroom teaching and contributes to the overall comfort level of their students. To do this, the program should be interactive, engaging, and easy for children to use, so that they don't need to have the teacher standing over them all the time. Meyer says, "We want them to gain educational value that can transfer to other types of learning."

Building Teacher Confidence

Their participation in this project has been very helpful to both of them, especially in terms of networking with other teachers. Klamar points out its value in raising teachers' confidence levels. "It has given me the confidence to look at software on my own and make a good evaluation of it, without having to rely on some authority figure to tell me about it. I have the expertise now," Meyer adds that she was able to use her knowledge and confidence to help her district choose software.

For the future, Klamar and Meyer would like to see the project continually update the software titles that are evaluated. All new titles for the year should be assessed so that the

results remain current. And Klamar proposes a growth opportunity: "I'd like to see them add information retrieval resources, like encyclopedias and other reference tools." Both anticipate their continued involvement in SchoolNet technology efforts.



Lois Klamar and Bonniejean Meyer assist colleague Kim D'Acunza

Ohio SchoolNet Expanding the Scope of the Ohio SchoolNet Software Review Project

Julia L. Harris
ENC Publications Team

Educational software is big business, and schools all across the country—not just Ohio—are routinely bombarded with software catalogs touting revolutionary educational solutions. In the push to incorporate technology use successfully into the curriculum, many educators find themselves at sea when confronted with the formidable notion of sifting through the marketing rhetoric and making educationally sound software purchases.

In response to this growing dilemma, efforts have begun to take the work that was done in Ohio and make it available to teachers in other parts of the country. As part of a NetTech-sponsored initiative, Todd Fennimore, SchoolNet Software Review Project Coordinator, facilitated a two-day software evaluation workshop for a cadre of teachers in New England, held at TERC in Cambridge, Massachusetts (ENC and TERC are both partners in NetTech, Northeast Regional Technology Consortium). These teachers were selected from among the 36 schools that belong to the Eisenhower Regional Alliance Schools Network, one component of the the Northeast Consortium's program designed to promote science and math education reform in its member schools.

Science Specialist Marjorie Woodwell helped coordinate the workshop, which was held in the autumn of 1997. The workshop was a streamlined version of the two-week program held at ENC during the preceding two summers. Woodwell was excited about the opportunity to host the workshop because she felt it could address teachers' critical need to find appropriate ways of using technology, particularly in math and science. "Since everybody is trying to align their math and science programs with the national standards, they really need some mechanism to ensure that the software they are using is also in the spirit of those standards," she says.

Of the 36 schools in the Alliance Network, 18 of them were represented at the workshop by the 21 people who attended. The first day and part of the second were spent going over the protocol in great depth, and the rest of the time was spent using it to evaluate software the participants had brought with them. Most of the teachers brought items they had purchased through funds provided by NetTech, one of six Regional Technology in Education Consortia sponsored by the Department of Education. "NetTech's support enabled each of these 18 schools to obtain \$1,000 worth of software," Woodwell explains.

Because professional development is one of the major goals Fennimore and the other protocol developers had in mind for this project, workshop participants were asked to take what they had learned during their two days at TERC and present that information to colleagues in their districts. "We wanted these teachers to be available to others as resources," Woodwell relates. "So many of them went back, got people together, and really grappled with using the protocol."

Woodwell is impressed by the protocol and sees great potential for its use with classroom teachers. "People found it extremely helpful," she notes. "I thought the process was very informative." She is not alone in her enthusiasm: three of the participants in the workshop agreed to discuss their involvement in the project, their views on the protocol and its usefulness, and the ways in which they are putting their experience to use back in their own schools and districts.

Barbara Haig: Diving into Technology

Even before participating in the TERC workshop, fourth-grade teacher Barbara Haig knew her way around technology: "Whenever anyone has a problem, they stop at Barbara's Door," she laughs. "But I don't think I'm that good at it—I'm always checking with someone else to make sure that I'm doing it right."

Haig teaches at Lincoln Street School in Northborough, Massachusetts, a K-4 elementary school with more than 400 students, and has been involved in its extensive—and innovative—technology expansion. "The parents here have seen a real need for computers, so all of their fundraising went to renovating an old shower room, shower, and locker room into a very comfortable computer lab," she explains. Indeed, it is such a comfortable lab that another school in the district with a similar floor plan is considering emulating it.

The lab started out with 10 computers and has expanded to include 18 Macintoshes and four PCs; older computers have been placed into



Barbara Haig in her converted computer lab

the classrooms. A recent addition to the school is the three multimedia centers on rolling carts that can be wheeled into classrooms. "Everyone from kindergarten through fourth grade is using computers more and more," she says. "Definitely more than last year! We're growing in leaps and bounds."

More than Fun and Games

In the process of developing and building up their computer lab, Haig and her colleagues at Lincoln realized early on the importance of setting out clear expectations and boundaries of how the computers should and could be used. "We didn't want the kids just playing games," she explains. "We look at computers as research tools, and as tools to help the children make presentations of their knowledge."

When they first began looking into software acquisition, they were inundated with catalogs and had a difficult time determining what to buy. "A lot of our parents sent in pieces that they used at home," Haig says. "For the first year we were using everybody else's software. We were previewing titles, always knowing we would buy our own. But we were still wondering what criteria to use. Software is expensive when you're buying for a lab, and when you're trying to substantiate purchases of thousands of dollars, it's nice to have a formalized selection process to fall back on."

Haig saw the workshop at TERC, and particularly the protocol, as a way to address the need for that formalized selection criteria. She found that the time spent going over the protocol with her colleagues from the other Alliance schools helped her determine how she could use and adapt the protocol for her own building.

For example, the group evaluated a piece of software the Ohio teachers had given particularly high marks, and came up with a vastly different impression. Describing the software in question, Haig notes: "In a way, it was just a very elaborate tutorial for using Clarisworks. That was how we looked at it, whereas the Ohio group had looked at it as a whole package that included Clarisworks. So, we're going to add a section to the protocol where we ask whether or not the software can stand alone, or if it's a companion piece for some other title."



Barbara Haig working with a student

Spreading the Word

Overall, Haig says her experience using the protocol was a positive and helpful one, and she has been active in sharing her information with colleagues. "This year we hired a full-time technology aide, and I shared the protocol with her right away," she reports. "She's already using it informally to choose software, and has talked about it at her cross-town meetings with other technology coordinators. Our district-wide technology committee is another group I plan to talk to about the protocol."

Haig is also interested in adapting the protocol for parental use. In February, the parent-teacher committee's agenda included discussion of ways that parents can use the protocol to help them determine what software purchases to make for use by students at home.

Haig is excited by the community's increasing interest in educational technology and how her school is working to incorporate it into classroom instruction. And while she freely admits that having the protocol has changed and will continue to influence the way her school selects software, she has been very pleased by the choices they made before having it available: "During this past year, we looked over the things we had purchased, keeping the protocol questions in mind. Turns out we didn't do such a bad job after all!"

Dan Hudkins: Doing Away with Buyer's Remorse

Dan Hudkins, District Technology Coordinator for Sunapee, New Hampshire, has a different story to tell when he reflects on his pre-protocol experiences with software purchase: "I bought some stuff I wouldn't touch with a stick now!"

The position of technology coordinator for a small school system might seem an unlikely one for a man like Hudkins, who spent much of his working life as vice-president of sales and marketing for a small corporation. "My only formal training in computer science was in 1967, feeding ticker tape to a teletype," he laughs. "It was a machine the size of a refrigerator with less RAM than my current wrist-watch."

Having always planned to go into education, Hudkins left the business world a few years ago to pursue certification as a teacher, and during the course of an internship he acquired on-the-job training by assisting a technology coordinator. He took the position at Sunapee and was immediately faced with the challenges of making software decisions for an entire K-12 community. "The faculty would hand me a catalog and ask if I thought something was a decent piece of software—to which I would respond very professionally: Duh."

Measuring Up to the Standards

Another dilemma Hudkins faced was that his district was working hard to align the science curriculum to the New Hampshire frameworks, and hoped to find software that could be used to augment the areas that were found to be weak. The incentive offered by NetTech to participate in the workshop was a welcome one for Hudkins and his colleagues, as it allowed them to obtain resources and training they could not have otherwise afforded.

Even though some product descriptions seemed to meet all the district's requirements, ordering out of a catalog, sight unseen, made Hudkins feel a little uneasy. He looked to the SchoolNet protocol to provide the rubric he had been missing. "The first day, when we went over how the protocol worked, was useful for me because it was a model of how a teacher could revise it for his or her own use," he says. "The focus was on math and science, but as far as I'm concerned, it works pretty well for reviewing and evaluating other things as well and wouldn't need a lot of changes."

A Protocol for All

Hudkins shares some of Barbara Haig's surprise at the discrepancies that existed between some of the evaluations given by the Ohio teachers and those the TERC group came up with for the same software. He attributes the wide variations to the different understandings the teachers had as to the primary purpose of educational software. For example, he found the piece called *The Magic School Bus Explores the Ocean* to be a valuable acquisition, whereas the Ohio teachers were not at all impressed. "Part of it has to do with the terms in which you use the protocol," he explains. "To me, this piece had a really interesting interactive simulation for elementary school kids that I thought was one of the best I've seen for that grade level. But it was not filled with open-ended activities that students could then build a

database out of and use to produce a chart. If that was your definition of how to apply the protocol appropriately to evaluate this, then it was a dud." One way around this quandary, he suggests, would be to have different protocols

for evaluating different types of software: one for drill and practice, another for open-ended, inquiry-based learning, and still another for reference materials.

Another modification Hudkins would like to see made to the protocol is the addition of a glossary to define critical terms. Having a shared lexicon would help clear up some of

the lingering confusions about the nuances of some of the language, and Hudkins believes it would be helpful in standardizing evaluation results. "It's critical because otherwise, the ability to share the information beyond the number of people who share the common language evaporates," he notes. (See pp. 10-12 for the Glossary of Critical Terms.)

Back home in Sunapee, Hudkins has taken steps to promote the use of the protocol with his colleagues. In December, he used an early release day to walk teachers through the protocol, with the intention of helping them use it as a tool to sort out the good pieces from the not-so-good. Staff were separated by grade level groups of two or three teachers and given a brief introduction to the protocol. Two pieces of software were demonstrated as examples, and then each group selected two or three pieces of software from the school's CD-ROM collection to write a review using the protocol.

"I told them I had found the protocol to be a really good way to take an hour and say 'Yes, this is good software,'" he says, and then adds, laughing, "It's also a good way to find out, 'Boy, do I have buyer's remorse over this one!'"

Rosemary Dow: Looking at the Big Picture

Rosemary Dow is well acquainted with "buyer's remorse" when she reflects on some of the software purchases she has made for the math department at the R.J. Grey Junior



Dan Hudkins

High School in Acton, Massachusetts. As the chair of the department, Dow is responsible for selecting, purchasing, and sharing with faculty the software that is available, and in one case she admits to having made an unfortunate selection: "We had bought a geometry program, and we found errors in it!" she exclaims. "It was frustrating, and it wasn't easy to use; we were very disappointed in it."

Because of her crucial role in making software purchases, Dow has long been searching for a viable way of evaluating software and making informed decisions. Prior to participating in the NetTech workshop, most of her purchases were based on recommendations from other teachers; occasionally they would buy something that looked promising at first glance but later proved disappointing.

Due to the wide variety of software available for math instruction—for example, drill and practice, problem solving, or simple worksheet programs—she had experienced difficulty finding a protocol that could be widely applied. "Most that I've seen have been focused on one type or another," she explains. "It's hard to find something general enough to apply to everything."

Versatility and Utility

The need for educationally sound software is particularly acute because of the vital role that technology plays at Grey. The school has a bustling computer lab of 30 Macintosh computers that are continually in use by the math department, the art department, and the English department. All the computers are networked. The academic support center houses 10 additional computers used to increase students' reading ability and math skills. There is at least one computer in every classroom, and a majority of the students have access to the Internet from their home computers. Sample computer projects that Dow and her colleagues give to the students include tessellations, work with fractals, and Internet research projects on topics such as Pascal's triangle.



Rosemary Dow works with students on using software

Versatility was what Dow was looking for, and that was precisely what she found in the protocol offered at the NetTech workshop. "I thought its major strengths were that it really made us look at the software from many different avenues," she relates. "It was as though they had taken all the different types of software out there and provided a protocol that will address all of them."

She also enjoyed the readability of the protocol—the fact that all the questions make sense. However, she agrees somewhat with Dan Hudkins in that there were a few places where the vocabulary seemed a bit ambiguous and could use some clarification. And she also noticed that the protocol had a decisive bent toward problem-solving software. "It makes sense, because that's what we want to stress," she muses. "And yet there is a need for balance in software evaluation, because there is still a need for straight drill and practice. Teachers often start out by buying that kind of software, and they need to have guidance on what is good and what isn't."

Team Work

One thing she found particularly helpful about the workshop was the sheer luxury of having two days to spend looking at software in as much depth as they did. She acknowledges that teachers, as a rule, do not have time to devote exclusively to poring over the intricacies of software pieces. Because of the time constraints imposed on teachers, Dow has arranged for members of her department to get a copy of the protocol and spend time on their own evaluating one of the pieces of software acquired with NetTech support. Dow explained the protocol to her staff at the department meeting in January, showed them how to use it, and then gave them all a month to grapple with it themselves. After that, the teachers will come together as a group and discuss their evaluations.

"Those people who had the same piece of software will compare and contrast their results and begin to dialog about what was the same and what was different," she says. "That way, everyone's on the same page."



Students admire their tessellation project



Learning to Choose Software Without a Protocol

Tracy Crow

ENC Publications Team

For Regina Grandner, there is no substitute for hands-on experience with a software program if teachers really want to understand how to use it in their classrooms.

Grandner is working toward a master's degree in elementary education at St. John's University in New York and had the opportunity to try out several different software packages in one of her classes: Technology in Reading and Writing.



Regina Grandner

Going into this class, Grandner was fortunate in that she already had more than 12 years of experience working with computer systems as a programmer. That exposure alone puts her ahead of many of her teaching colleagues, who have not had the chance to use the technology on their own before they try to integrate it into their teaching. Grandner knows that her situation is not the norm for teachers, and that experience and training make using technology possible. "It's got to be very difficult if you don't get training from somewhere. I know from my school district that there's no time to train teachers. It's very hard on the teachers who don't have the background and can't get their hands around the technology. It's a very scary thing," says Grandner.

The goals of the class Grandner took were to examine the use of technology in reading and writing classrooms. The students looked at all types of technology packages, from interactive books and productivity tools to newsletter software and the Internet. Grandner admits, "We didn't have a specific type of evaluation process to go through."

Evaluating Software Through Use

Although Grandner's class did not have a formal protocol for evaluating software, one of its purposes was to experi-

ment with a variety of software and figure out what would work in the classroom. "We had opportunities to explore programs like *Reader Rabbit* and *Stickybear's Reading Room*," she relates. "We would look at them, play with them, and then write reports on what we saw as the differences between the two. We'd start to think about how we would use such a program within our own classroom—or even if we would use it—and how would it help us."

The class really stressed the importance of thinking about the use of the software in the classroom. "Our teacher would present the material and give us suggestions as to some of the ways we could use it," Grandner explains. "Then we would sit down and use it and write down our top ten reasons why we would or would not use it. Ultimately, it's up to teachers to evaluate what's useful to them in the classroom."

Like the teachers from New England who applied the SSRP protocol and found that they sometimes disagreed with the teachers in Ohio on a particular package, Grandner realized how individual teachers' needs for technology are. "Two teachers can look at the same package and one might say, 'I really don't like this package; for example, I don't like *Reader Rabbit* because it's so phonics oriented, and I prefer a more integrated approach. I'd rather use *Stickybear*.' They might be teaching the same skills, but philosophically teachers are going to look at them differently."

Where Does Technology Fit In?

Grandner now has different ideas about when and how technology can be used in a classroom. A computer can support a great deal of what a teacher is trying to do in a variety of ways to appeal to students with different needs. Grandner gives the example of how a computer can help students who are struggling to read: "If they're not sure of the word, they can hear its pronunciation; or if they're not sure what it means, they can find out its meaning. Then they can work without anyone else knowing they're struggling with that book, and when they feel more comfortable, they can read with a partner. So it can help kids develop confidence."

Her exposure to so many types of programs has expanded what she can envision for her students. She had always thought that very young students and computers don't mix. Now that she knows what is out there, she believes that even the youngest children can use technology to enhance their learning experiences.

Gaining the Skills to Ask the Right Questions

While Grandner's experience indicates that hands-on experience with software is as useful as an evaluation protocol for finding appropriate and valuable materials, the structure of the class helped her determine what kinds of questions to ask. She now has a basis from which to make a more informed choice. With any given package, she asks, "Can I change it to do this—can it be customized? Does it give me feedback—will it keep track of the children's progress as they log on each time? Can I go in and retrieve that information? Does it tell me right within the software what its objectives are?"

Grandner believes that this chance to develop her own informal evaluation protocol is one all educators should have before they ever enter the classroom. She would like such a course to be a requirement, although she knows that some teachers will be reluctant. Grandner notes, "Some teachers were saying, 'I'll be glad when I get through this

course, so I don't have to think about it again,' and others said, 'Wow, I've picked up a few things. Now I'll know what my technology coordinator is talking about.'"

She knows that reaching all current teachers will be difficult, and that state mandated requirements may change what is being done. "That's going to be really tough—where are teachers going to get the training?" Grandner asks. "Where do you fit that in?" Trying to find space and time for another set of guidelines, whether it is state standards or an evaluation protocol, will always be a challenge to an over-worked teacher. Grandner believes that once teachers have a use for them, though, they will be really glad to have some guidelines; if for instance, "a group is meeting to decide what software you're going to use in the school."

Ultimately, Grandner thinks that teachers would benefit most from a combination of hands-on experience with software and formal guidelines for evaluation. She feels that teachers should have at least brief exposure to actual software, "even if it's a presentation of what software can do for you. Once you've got that grasp of what it can do, then it becomes easier. I think that initial exposure makes a big difference. And then the guidelines will make a little more sense."





Section III: Software Evaluations

Science Software Titles

The 52 items highlighted on the following pages were selected based on their high scores—using the instrument subscale ratings—and on the favorable comments of the reviewers. They were also chosen to provide a variety of subjects, although a particular effort was made to select Social Studies and Language Arts titles, since a previous issue of ENC Focus highlights math and science titles exclusively. (Although this issue is no longer in print, it may be accessed at ENC's Web site at <http://www.enc.org/classroom/focus/school/index.htm>). All of the remaining titles in the study are listed in the chart at the back of this issue, starting on page 86.

Grades K-12

5-A-Day Adventures

1993



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	2.6	Engagement	3.4	Technical	3.8	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	2.3

Publisher

Dole Food Company

Orders: 5-A-Day Adventures

155 Bovet

Suite 1000

San Mateo, CA 94402

Telephone: (650) 570-4378

<http://www.dole5aday.com/homes.html>

1 CD-ROM: \$14.95

System Requirements

Macintosh: 68020 or higher; 4 MB RAM (8 MB recommended); System 7.0 or better; 13" 640 x 480 resolution monitor; double-speed CD-ROM drive; mouse

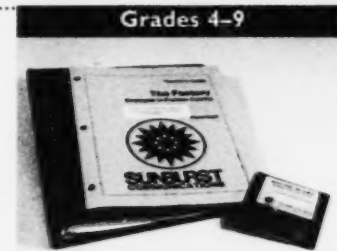
This CD-ROM is designed to encourage children to eat five servings of fruits and vegetables a day. Students navigate through a town on Banana Boulevard and enter different sections through storefronts. The Cook's Kitchen provides recipes, kitchen safety tips, and ways to cook various vegetables and fruits. Adventure Theater features fruits and vegetables from apples to watermelon; icons let the user choose cooking tips, clickable maps of the U.S. and the world that show where foods are produced, and movies that show how it grows and describe its nutritional content. The Salad Factory allows the user to make a salad from several raw ingredients that are analyzed for nutritional value by the Salad Computer. H.B.'s Body Shop shows how particular fruits and vegetables affect the skin, muscles, and the process of healing. Each section has a set of challenge questions that must be answered correctly to receive tokens, which are then used to fill in a game board. In addition to the main program, activity lessons in language arts, social studies, science, and math are provided. Lessons include objectives, introduction, procedure, and worksheets on topics such as graphing, comparisons, the effects of temperature, and plant types. The program also includes a searchable glossary. (Author/DEB) [ENC-003381]

SSRP Evaluators' Comments

This is a very good piece of software for the teaching and reinforcement of health and nutrition concepts. The game-type setting covered a lot of information and takes a lot of time but is well worth it. Be sure to investigate and use all the teacher aids included in the software files, including the sound and video sections that must be installed. We think that kids would really enjoy using this software and would learn a lot in the process—we did!

The Factory: Strategies in Problem Solving

1992



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.4	Engagement	3.2	Technical	3.2	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.8

Publisher

Sunburst Communications, Inc.

Orders

101 Castleton Street

PO Box 100

Pleasantville, NY 10570

Telephone: (914) 747-3310

Toll-free: (800) 321-7511

Fax: (914) 747-4109

E-mail: sungeneral@aol.com

<http://www.sunburst.com>

1 CD-ROM: Order # 6908 (Mac) \$69.95

Note: Contact publisher for additional ordering options.

Using the context of a factory assembly line that processes geometric shapes, this program teaches students the strategies of analyzing a process, determining a sequence, applying creativity, and working backwards. In the program's fictional factory setting, a series of machines punches patterns, paints lines, or rotates the shapes through the assembly line. There are three types of functions in the program: Experiment, Predict, and Challenge. The Experiment mode allows students to test how the machines work by selecting and arranging a series of machines that punch patterns, rotate, or paint lines to produce a finished product. In Predict mode, students are given a series of machines and told what their settings are; they must then predict the shape of the final product. The Challenge mode requires students to look at a final product, then work backwards to determine what processes took place to produce the product. In order to perform the task, students must know the function of each machine and devise a sequence that will produce a final product. The teacher's guide provides worksheets and variations of the program, such as Production Efficiency where students compete with one another to create a given product in the fewest steps. (EPIE) [ENC-005035]

System Requirements

Macintosh: 1 MB RAM, 3.5" floppy drive

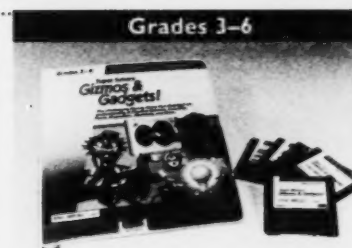
SSRP Evaluators' Comments

We really enjoyed doing the problem-solving activities. The program encourages critical thinking.

Gizmos & Gadgets

1995

Series: Super Solvers



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.6	Engagement	4.2	Technical	4.5	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	4.3

Publisher

The Learning Company

Orders

6160 Summit Drive North
Minneapolis, MN 55430-4003
Toll-free: (800) 685-6322
Fax: (612) 569-1755
<http://www.learningco.com>

1 software program, Order #: 34353-65099 \$54.95

System Requirements

Macintosh: System 7.0.1 or higher; 4 MB RAM; color monitor

Windows: 386 or above; 3 MB RAM free; VGA graphics and color monitor; sound card

DOS: 286/10MHz or better processor; 550 KB RAM free; VGA graphics and monitor; sound card

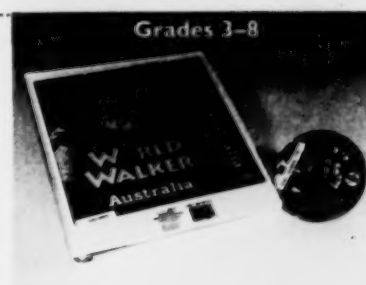
Part of the *Super Solvers* series, this program builds physical science skills and introduces students to physics concepts such as magnetism, simple machines, electricity, force, gravity, and friction. More than 200 puzzles and simulations incorporate color graphics, animation, and sound effects to help students develop thinking processes such as observing, communicating, comparing, and organizing, as well as relating, inferring, and applying. Set in the *Super Solvers* city of Shady Glen, this program challenges students to outwit the Master of Mischief, who has taken over the Shady Glen Technology Center. Students must work from a blueprint to build a vehicle. First, they must collect the necessary parts by searching the warehouse, solving physical science puzzles along the way, and dodging the Master's Cyber Chimps who try to thwart student attempts. The parts they need to find include wheels, gears, pulleys, levers, magnets, and electric circuits. Eight different types of puzzles automatically adjust to students' skill levels. These puzzles provide immediate feedback to experiences. The program includes online help, hints, and program instructions. The comprehensive teacher's guide provides a scope and sequence matrix, student activities, extensive explanations for using the program in the classroom, and teacher resources. The software supports SoundBlaster or compatible sound cards or Microsoft sound cards. (EPIE) [ENC-005261]

SSRP Evaluators' Comments

This program is very fast paced and students would enjoy its video-game format. Since it offers a variety of physical science applications, students would need to have some background with simple physical science principles. Extension activities could be easily created for this program. This is the type of software that makes learning fun and exciting!

WorldWalker: Destination Australia

1996



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.6	Engagement	3.7	Technical	4.3	Skills	3.9
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.0

Publisher

Soleil Software, Inc.

Orders
3853 Grove Court
Palo Alto, CA 94303
Telephone: (650) 494-0114
Toll-free: (800) 501-0110
Fax: (650) 493-6416
E-mail: SoleilSoft@aol.com
http://www.soleil.com

1 CD-ROM (teacher's version); ISBN 1-885399-34-0;

Order # WA-T \$59.95

Note: Lab packs and site licenses available. Contact publisher for details.

System Requirements

Macintosh: LC III or equivalent (LC 550 or other multimedia configuration recommended); System 7.0 or higher; 6 MB RAM (8 MB recommended); 640 x 480 resolution monitor; double-speed CD-ROM drive

Windows: 486 processor; 8 MB RAM; Windows 3.1 or later; sound card; mouse; double-speed CD-ROM drive; VGA/SVGA, 256 color display with 640 x 480 resolution monitor

Focusing on unusual animals in Australia's Outback, this CD-ROM helps teach math, science, and language concepts in an exploratory and engaging context. Throughout the activities, students learn life science, math, and languages while developing their reading, writing, and critical thinking skills. The activities consist of touring and exploring the two levels of the Outback to search for and learn about its animals. Students sort the animals into various categories (birds, mammals, reptiles, and others); explore the food chain while playing solitaire; and learn directions while spelunking in caves to find bones to complete the skeleton of an animal, such as the Tyrannosaurus rex. The activities are available in English, French, and Spanish translations. A teacher's guide includes instructions for installing and running the program on a PC or Macintosh, a list of suggested questions or activities that support each activity, and extension and home follow-up activities. Also included are descriptions of each activity's objectives, songs and pictures of rain forest animals, and a list of related resources. (Author/RA/LDR) [ENC-010070]

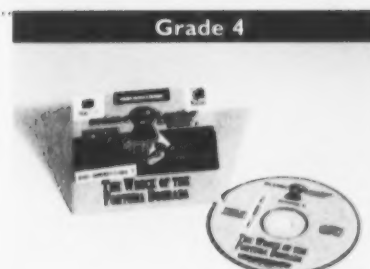
SSRP Evaluators' Comments

The software claims to be interdisciplinary but is mainly science-based. The ability for the learner to interact with the software is the program's main strength. This is an excellent program for exploring and classifying animal life in Australia. It has impressive graphics that enhance problem solving. This program is highly recommended.

The Wreck of the Fortuna Dourada

1996

Series: Science Sleuths Elementary



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	5.0	Engagement	4.9	Technical	4.3	Skills	4.7
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	5.0

Publisher

Videodiscovery, Inc.

1700 Westlake Avenue, Suite 600

Seattle, WA 98109-3012

Telephone: (206) 285-5400

Toll-free: (800) 548-3472

Fax: (206) 285-9245

http://www.videodiscovery.com

1 CD-ROM (Mac/Windows) ISBN 1-56307-439-7
\$39.00

Note: Teacher's guide included on CD-ROM

System Requirements

Macintosh: 68030, 25MHz; System 7.1 or higher; 8 MB RAM; 640 x 480 resolution monitor (256 colors); double-speed CD-ROM drive; 8 bit audio; speakers; printer

Windows: 486/25 DX; Windows 3.1 or higher; 8 MB RAM; 640 x 480 resolution monitor (256 colors); double-speed CD-ROM drive; 16 bit audio; speakers; printer

The *Science Sleuths Elementary* CD-ROM series uses humorous science mysteries that combine life, Earth, and physical science concepts with a variety of problem-solving techniques. Each CD contains one episode that students solve by investigating clues and evaluating the evidence. In this episode, developed for grade 4, students help an archaeologist decide which of three treasure hunters has found the correct location of the wreck of the *Fortuna Dourada*. The program opens by introducing students to the Senior Sleuth, who presents the mystery. With hints from Watson, a talking fish, students conduct lab experiments, analyze test samples, and examine charts, tables, and graphs. They also read scientific articles and news stories, examine photographs, and listen to expert interviews and testimonies. Students examine data from a variety of tools, such as a mass spectrometer, a Geiger counter, a tape measure, a pH meter, and magnets to deduce possible solutions. Students also have access to an encyclopedia, a glossary, and a database with a search facility. An online laboratory notebook is provided for students to record and print out their findings. When students have solved the mystery, they submit their results to the Senior Sleuth by electronic mail, and use the results recorded in their notebooks to discuss their findings. A guide for teachers and parents is included on the CD-ROM that provides a description of the program and the sleuth tools used in the episode. The guide also includes teaching guidelines, and suggestions for informal and authentic assessments. (Author/LCT) [ENC-008501]

SSRP Evaluators' Comments

This is the best software we have seen for inquiry science and problem solving! Students are given a task, primary resources to explore, video clips of interviews, information resources, and a science lab complete with various tools to test objects. A pencil can be clicked to store all information (notes) in a science notebook. When a decision is made, a report can be submitted and the researcher is asked to answer various questions, then guided through where to find clues if they are wrong. It is exactly what the *National Science Standards* are looking for!

Section III: Software Evaluations

Math Software Titles

Becoming Successful Problem Solvers: Club Photos, Set 2

1991-1993



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.2	Engagement	5.0	Technical	3.7	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	4.0

Publisher

Human Relations Media (HRM)

175 Tompkins Avenue
Pleasantville, NY 10570
Toll-free: (800) 431-2050
Fax: (914) 747-1744

1 laserdisc kit. Order #: 970-LD. ISBN 1-55548-543-X. \$329.00

System Requirements

Laserdisc player and color monitor; barcode reader or remote control

Presenting problems based on real-world situations, this laserdisc kit explores students' attitudes and beliefs about mathematics. The four episodes cover a wide range of mathematical content, including arithmetic, geometry, and statistics. Each episode has two parts and concludes with a series of questions relating to the conversation between the participants. The first episode, "The Basketball Gadget," emphasizes statistics and probability. It describes the marble-shooting basketball machine that Sonya has invented and asks students to help determine its accuracy. The second and third episodes cover the concepts of numbers and basic geometry. In "Club Photos," students determine how many 3" x 5" photos will fit into a 14" x 21" frame. In the third episode, "Growing Gold," Michael seems to create a rectangle bigger than the gold square from which he cut the pieces, and students are asked to figure out why. The fourth episode, "Cutting up Carpet," emphasizes geometry and measurement concepts. In order to cover the floor of an irregularly shaped room, Lisa and Stacey need to determine how many yards of carpet to buy from a 10' wide roll. The kit includes a Laserdisc Navigator that allows students to retrace their steps and look for hints throughout each episode. The teacher's guide contains reproducible worksheets to help students through the problems, as well as optional worksheets to teach and review important concepts and extend student understanding. The guide also provides teaching suggestions, problem solutions, and answers for all the worksheets. The materials in this kit were designed with the NCTM's *Curriculum and Evaluation Standards for School Mathematics* (1989) in mind. (Author/LDR/KSR) [ENC-007231]

SSRP Evaluators' Comments

This is great software to promote open-ended problem solving. The program is user friendly. This would be an excellent place to begin inquiry-based education in the classroom. The program incorporates the NCTM standards of reasoning, communications, connections, and problem solving.

The Logic Box: Software for All Ages

1993



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.4	Engagement	2.8	Technical	4.0	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.5

Distributor

PC Resources

11621 Hunters Green Court
Reston, VA 20191

Telephone: (703) 860-1100

Toll free: (800) 933-6284

Fax: (703) 860-4529

ENC has only the English version of this software, but has English, French, and Spanish versions of the manual.

1 software package: Order # 9802 \$24.95

Note: The above price reflects a special discount given for inclusion in this issue of ENC Focus. Lab packs and site licenses are available.

Publisher

Scotia Com Systems [Centerville, Nova Scotia, Canada]

System Requirements

Macintosh: System 6.0.7 or later

Designed to develop problem solving, logic, and critical thinking skills, this software package is based on the "Keep Add Exchange" game invented by Dr. Zoltan P. Dienes, whose research and writing have focused on the psychology of learning, specifically in mathematics. The game is played with eight objects and three operations. The eight objects can be words, numbers, pictures, or shapes, and represent all possible combinations of three attributes: shape, color, and size. For example, if the objects are plane figures, they could be circle or square, red or blue, and small or large. Objects are moved in and out of a box using the three operations of adding an object, keeping an object, and exchanging objects. First one specific attribute is selected, such as blue, and then an operation is chosen and applied to all objects with that particular attribute, in this case causing all blue objects to move in or out of the box. The objective of the game is to take as few steps as possible in moving a selected set of objects into the box, leaving all others outside of it. The user can select problems of varying degrees of difficulty. Also included are suggestions for classroom use and for extending the applications of this program. French and Spanish versions are available. (Author/DDD) [ENC-002732]

SSRP Evaluators' Comments

While the levels indicated are K-12, this program may be frustrating for some primary students. For these students, some direct teacher instruction would be necessary. Even though small group use was indicated, it is recommended that only one or two students at a time use the software. We feel that this is an excellent logic program that would be a good purchase for use at all grade levels.

Math Shop Spotlight: Weights & Measures

1990

Math Shop Series



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	2.6	Engagement	2.6	Technical	3.0	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	2.7

Publisher

Scholastic, Inc.
555 Broadway
New York, NY 10012-3999
Telephone: (212) 343-6100
Toll-free: (800) 724-6527
Fax: (800) 223-4011
<http://www.scholastic.com/>

1 software package (teacher edition): Order # 84556
(Macintosh) \$74.94

System Requirements

Macintosh: Macintosh Plus, SE, or II; 1 MB RAM;
System 6.0.2 or higher; color monitor optional

Math skills and problem-solving strategies are used as students serve customers in six shops (Kennel, Lessons, Milk, Rail, Ribbon, and Steak). In each shop, students work with units of measure, and problems become more complex with each customer. The shops operate like spreadsheets: as a student enters a possible answer to a problem, the computer performs some of the calculations, allowing the student to see how that value affects every aspect of the problem and why a given answer is right or wrong. While working in the shops, students do many calculations, including changing weeks and days to total days or dividing a dollar amount by an hourly rate to determine the amount of time in hours or hours and minutes. In another activity, students determine what combination of cartons (expressed in cups, pints, quarts, and gallons) is needed to total a given liquid quantity. Students are also given practice working with linear units in both the metric and standard systems. There are three modes of play: One Shop with no time limit; One Shop With Clock, with a work day of five to eight minutes; and All Shops, where length of play depends on speed and accuracy. The first two modes work well for group learning. Teachers can assign students to shops or allow them to move freely around the mall. An accompanying handbook contains a teaching guide with information on using the program in the classroom, a list of skills practiced in each shop, information about the three game modes, and a reference guide on all features of the program. Also included are student pages and worksheets designed to introduce and extend the use of the games. (Author/AM/JRS) [ENC-000562]

SSRP Evaluators' Comments

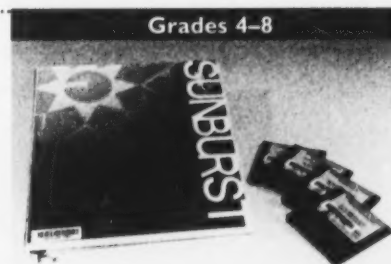
Measurement seems to be a weak link in our mathematics program. If used the way it is intended, this software provides opportunities to practice measurement objectives and computational skills. However, teachers need to watch out for the possibility of students obtaining answers by clicking on the arrow keys and not engaging in the problem-solving process. Teachers may want to set rules for how answers are obtained and limit the use of the arrow keys. The software provides opportunities for mental math.

Section III: Software Evaluations

Language Arts Titles

Author's Toolkit

1995



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.6	Engagement	4.4	Technical	3.0	Skills	3.3
Social Studies	NA	Reading	NA	Writing	4.8	Math/Science	NA

Publisher

Sunburst Communications, Inc.

Orders

101 Castleton Street

PO Box 100

Pleasantville, NY 10570

Telephone: (914) 747-3310

Toll-free: (800) 321-7511

Fax: (914) 747-4109

Email: sungeneral@aol.com

<http://www.sunburst.com/>

1 CD : Order # 8380 (Macintosh), # 8379 (Windows)

\$69.95

Note: Additional packages available. Ask vendor about lab packs and site licenses.

Students in grades 4-8 are guided by this program through the writing process, from recording ideas to evaluation. The program provides step-by-step prompts to help students write imaginative, personal, or functional text. In the section that deals with the creation of imaginative text, children can experiment with writing their own stories and plays. The functional text section covers reports, instructions, and letters, as well as newspaper articles, reviews, and arguments. The third section gives students practice writing journals and personal experience stories. Students are given a series of prompts as they record ideas, arrange them, and write drafts. The final product can be edited on a word processor and then evaluated in a record-maker area. Teachers may also leave comments in this area. The teacher's manual includes instructions for program use, a discussion of the writing process, and reproducible worksheets. (Author/KG) [SN-010108]

System Requirements

Macintosh: System 6.0.7 or above; 1 MB RAM; 1.5 MB free hard disk space; monitor; printer recommended

SSRP Evaluators' Comments

This piece of software walks the students through the different types of writing styles: personal, informational, functional, and imaginative. The format is that of a word processor, but it actually structures the students' thinking step by step as they create their project, offering guidance as to the type of writing, its purpose, and the audience. This would be an excellent classroom resource to have in any grade 4 classroom and above. It's not fancy—there are no "sparkles"—but it's very functional.

A to Zap!

1995



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.2	Engagement	3.4	Technical	3.8	Skills	2.9
Social Studies	NA	Reading	2.6	Writing	NA	Math/Science	NA

Publisher

Sunburst Communications, Inc.

Orders
101 Castleton Street
PO Box 100
Pleasantville, NY 10570
Telephone: (914) 747-3310
Toll-free: (800) 321-7511
Fax: (914) 747-4109
E-mail: sungeneral@aol.com
<http://www.sunburst.com>

1 CD-ROM: Order # 6587 (Macintosh), # 6586 (Windows) \$59.95
3.5" floppy disks (Mac): Order # 4018 \$49.95

System Requirements

Macintosh: 68040 or better; System 7.0 or better; 4 MB RAM (5 MB with System 7.5); 13" 640 x 480 resolution monitor (256 colors); CD-ROM drive

Windows: 486; 8 MB RAM; VGA graphics (256 colors); Windows 3.1 or higher; CD-ROM drive

Using full-color graphics, sound, and animation, this program is designed to encourage children in grades pre-K–I to have fun while experimenting with letters and words. It includes 26 exploratory activities and games, each tied to a letter and a word. Children click on a letter of the alphabet to hear and see a word beginning with that letter. They may then click on an object that represents the word to begin an activity centered around it. Teachers may customize the program to meet the needs and abilities of individual students. The teacher's manual includes instructions for use and installation, with illustrations of various screens and suggestions for supplemental activities. Also included in the manual are several reproducible masters for children's activities, a reward certificate, and a letter to parents. (Author/KG) [SN-010115]

SSRP Evaluators' Comments

This software is an excellent program for letter recognition. Kindergarten teachers will like it because there are many opportunities for teacher-directed activities in the supplemental materials. The software itself is limited in performance-based assessment; however, the supplemental materials could be used for that purpose. The graphics are interesting and entertaining with a different activity for each letter. The software incorporates shapes, colors, numbers 1–10, opposites, and matching and sequencing. Some supplemental materials include a parent newsletter, a certificate of achievement for the students, and a student record-keeping page.

Bailey's Book House

1995

Series: Early Learning House



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.2	Engagement	3.1	Technical	4.2	Skills	2.4
Social Studies	NA	Reading	4.8	Writing	3.5	Math/Science	NA

Publisher

Edmark Corporation

Orders

PO Box 97021

Redmond, WA 98073-9721

Toll-free: (800) 362-2890

Fax: (206) 556-8430

Email: edmarkteam@edmark.com

http://www.edmark.com

1 CD-ROM (Macintosh/Windows). Order # 604-1082
\$59.95

Note: Network and site licenses available; also available in Windows/DOS version and on 3.5" disk.

System Requirements

Macintosh: System 7.0.1 or higher; 4 MB RAM (8 MB recommended); 13" 640 x 480 resolution monitor (256 colors); CD-ROM drive; printer optional

Windows: 386DX/33MHz (486/33MHz or better recommended); Windows 95 recommended, but 3.1 enhanced mode will work; 4 MB RAM (8 MB recommended); 2 MB free hard disk space; Super VGA 640 x 480 resolution monitor (256 colors); CD-ROM drive (double-speed or better recommended); mouse; sound card

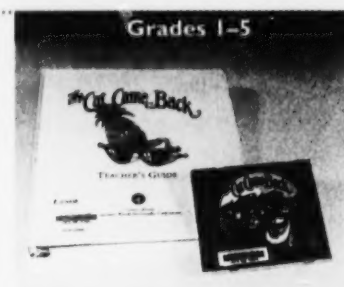
The seven activities on this CD-ROM are designed to develop emergent literacy skills of children in preschool through grade 2. Five of the activities have two different modes for students to experience: an Explore mode and a Question-and-Answer mode. In Explore mode, children interact on their own with the activities on the page, such as by clicking on a word to hear it read and activate an animation illustrating the word. In Question-and-Answer mode, they are asked by an animated character to click on a particular word, letter, or picture. In all activities, students are given as many chances as needed to find correct answers. Topics covered include letter names and sounds, rhyming words, and basic prepositions and adjectives. Users are also given the chance to practice relating text to visual symbols. Children may create greeting cards and storybooks to print. A parents' section on the disc describes the importance of early literacy and the benefits of various aspects of the program. The teacher's manual includes program instructions, reproducible worksheets, and activity suggestions for classroom use. (Author/KG) [SN-010199]

SSRP Evaluators' Comments

This program will delight younger children. *Bailey's Book House* is a must for K-2 classrooms. Students are presented with seven areas that present different aspects to language development, including: using upper and lower case letters; letter sounds; writing and printing greeting cards; and using words that describe, rhyme, and give directions. The teacher's manual and supplementary materials make this a rich package that should be purchased for classroom use.

The Cat Came Back

1994



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	5.0	Engagement	4.3	Technical	4.0	Skills	2.7
Social Studies	NA	Reading	4.2	Writing	3.8	Math/Science	NA

Publisher

Sanctuary Woods

Orders

Suite 223

2228 S. El Camino Real

San Mateo, CA 94403

Telephone: (415) 286-6000

Toll-free: (800) 943-3664

Fax: (415) 286-6010

<http://www.sanctuary.com>

1 CD-ROM (teacher's edition): Order # SW1003

(Windows); # SW1002 (Macintosh) \$69.99

Note: Site licensing also available.

Using music, animation, narration, and full-color graphics, this program presents an interactive storybook designed to help improve students' reading ability, enlarge their vocabulary, and practice creative writing. The program operates in three different modes: Listen-Along mode, Read-Along mode, and Sing-Along mode. In Listen-Along mode, the story is read aloud, accompanied by text and illustrations. In the second mode, a student may read the story alone or have it read by a narrator. Students may also click on objects in the illustration to activate animations, or to view and hear the names of various items. The Sing-Along mode sets the story and its companion illustrations to music, accompanied by voice, one of eight instruments, and rhythm. In this mode, students may also record and play back their own voices. The program contains a writing section, where students can fill in the blanks to create a new verse for the story, write a diary of the main character's trips, or write an original story using pictures from the program. The teacher's manual includes program instructions, suggestions for lesson plans, and a curriculum summary, as well as word lists, audio track lists, and reproducible activity sheets. The program may be run in English, Spanish, or French. (Author/KG) [SN-010176]

System Requirements

Macintosh: System 6.07 or later; 4 MB RAM; hard drive; 13" 640 x 480 resolution monitor (256 colors); CD-ROM drive; mouse; speakers; printer; microphone

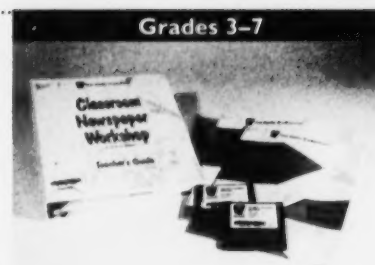
SSRP Evaluators' Comments

This software is based on the book *The Cat Came Back*. It emphasizes reading using four different modes: listening, reading, singing, and writing. The read-along and sing-along portions of the program require a computer microphone. The overall evaluation of the software scored high, but there was no actual assessment feature in the software itself, which caused that part of it to score lower. The teacher's guide gives detailed instructions on using the software; there are numerous lesson suggestions and worksheets in the supplemental materials. This program was created by teachers and tested by students. We recommend it for your reading and writing program.

BEST COPY AVAILABLE

Classroom Newspaper Workshop

1995



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.6	Engagement	4.1	Technical	3.5	Skills	3.2
Social Studies	NA	Reading	NA	Writing	4.0	Math/Science	NA

Publisher

Tom Snyder Productions, Inc.

Orders

80 Coolidge Hill Rd.

Watertown, MA 02172-2817

Toll-free: (800) 342-0236

Fax: (617) 926-6222

<http://www.teachtsp.com>

1 software package (Macintosh); Order #: CNB
\$149.95

Note: Specify computer disks or CD-ROM. Network
versions and site licensing also available.

Students can use this software package to walk through all the steps of publishing a newspaper. The package includes disks, a teacher's manual, and 30 student workbooks. Using sound, graphics, and animation, the program presents tutorials on the various steps of the publishing process, such as interviewing, layout, and editing. Students may work on sample stories in the program. Also included are numerous story ideas. The teacher's manual provides program instructions, learning objectives, and suggestions for classroom use. The student workbooks consist primarily of worksheets on each area of newspaper publishing covered in the program. (Author/KG) [SN-010093]

System Requirements

Macintosh: System 7.0 or higher; 2 MB RAM

SSRP Evaluators' Comments

This program is a strong guide for helping students use the writing process in a newspaper format. Each module serves as a model for writing in various areas. This would best be used as an introduction and a teaching tool for newspaper writing. It was easy to connect to the outside world using the Internet Connection commands. While this is an outstanding model for newspaper writing, you would need to actually create newspapers by using programs such as *The Writing Center* or *PageMaker*.

Expression

1995



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.6	Engagement	3.7	Technical	3.3	Skills	3.6
Social Studies	NA	Reading	NA	Writing	3.8	Math/Science	NA

Publisher

Sunburst Communications, Inc.

Orders

101 Castleton Street

PO Box 100

Pleasantville, NY 10570

Telephone: (914) 747-3310

Toll-free: (800) 321-7511

Fax: (914) 747-4109

E-mail: sungeneral@aol.com

<http://www.sunburst.com/>

1 software package (Macintosh disks): Order # 6631
\$59.95

This software program, which includes computer disks and a teacher's manual, guides students through the writing process, from planning to publishing. It begins with a graphics screen, where students make a diagram of their plans for writing. This screen includes options for webbing, adding graphics, and importing. The next screen is a word processor and features the standard options for editing text, as well as an option to have a synthesized voice read back the text. The program includes a disk of graphics and activity templates. In the teacher's guide are illustrated instructions for installation and use, detailed descriptions of the different screens, and an overview of the writing process. Also included in the teacher's guide are usage models with suggestions for evaluating students' work, as well as activity templates and models. (Author/KG) [SN-010116]

System Requirements

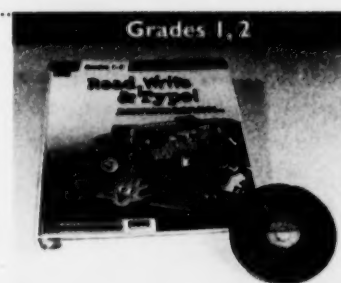
Macintosh: 1 MB RAM; System 6.0 or later; Finder 6.1 or later; internal or external hard drive; monitor

SSRP Evaluators' Comments

This program offers a writing tool to help students explore the writing process from brainstorming to publishing works. One strong component is that it offers models for brainstorming in both graphic and simple outlines that help the users plan and organize their writing. The supplemental material is outstanding and provides templates and models for lessons, assessment tools and rubrics, and collaborative learning activities.

Read, Write, and Type!

1995



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.0	Engagement	4.2	Technical	4.0	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	2.5

Publisher

The Learning Company (TLC)

Orders

6160 Summit Drive North
Minneapolis, MN 55430-4003
Toll-free: (800) 685-6322
Fax: (612) 569-1755
<http://www.learningco.com>

1 CD-ROM package (Windows/Macintosh): Order #
34353-25094 • \$69.95

Note: Includes user's manual and teacher's manual

System Requirements

Macintosh: 68030/25 or better; System 7.0.1 or later; 4 MB RAM; 13" monitor with 256 colors and 8-bit display card; 2 MB free hard drive space; double-speed CD-ROM drive; mouse; printer optional

Windows: 486 or higher; 4 MB RAM; 4 MB virtual memory; DOS 5.0 or higher; Windows 3.1 or higher; SVGA monitor with 256 colors; sound card; mouse; 1.4 MB free hard drive space; double-speed CD-ROM drive; mouse; printer optional

Read, Write, and Type! is designed to teach children in grades 1 and 2 reading and writing through basic typing skills. The program uses a game format to teach these skills, complete with narration, graphics, and animation. Animated hands demonstrate hand position and typing actions. Children defeat an evil virus by typing the correct letter(s) in various activities. In one activity, students study pictures and type the beginning, middle, or ending sounds of the pictures. In another, they type the letter(s) they hear. In a story tree area, children help an animated character write a story by filling in the missing letters. Hints and instructions are available in every activity. Once several letters have been mastered, students may go to an e-mail simulation activity, where they can write and save their own stories, letters, and lists. They can also send stories to animated characters and receive stories from them in return. Finally, after mastering 16 letters, students can go to another section where they may practice speed typing. The program displays student progress on printable certificates and includes information for educators and parents about the educational content of the program. In the teacher's guide are program instructions, reproducible student work sheets, and several supplemental activity suggestions. Also included is information on reading, writing, and typing instruction as it relates to the program. (Author/KG) [SN-010201]

SSRP Evaluators' Comments

This software builds reading and phonics skills while teaching writing and basic keyboarding skills, advancing to a timed typing test. Letters and sounds are taught and reviewed using the keyboard. The different levels provide students with the opportunity to create and write stories. Student progress is positively reinforced by software-generated certificates. The software includes a simulation of e-mail that incorporates computer terminology. The supplemental materials offer a full scope and sequence of 40 lessons at 10 different levels of progression. The teacher package includes many student activities and blackline masters. This software is recommended for grades 1 and 2 but could be used at the kindergarten level. Graphics and animation will keep student interest at a high level.

Storybook Maker Deluxe

1995



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.4	Engagement	4.6	Technical	4.0	Skills	2.0
Social Studies	NA	Reading	NA	Writing	2.3	Math/Science	NA

Distributor

Fas-Track

Orders

130 Burrer Drive
 Sunbury, OH 43074
 Telephone: (740) 965-1400
 Toll-free: (800) 927-3936
 Fax: (740) 965-3391
 http://www.fastrack.com

1 CD-ROM (Windows/Macintosh) and teacher's
 guide: Order # 078510A1 \$31.95
 Lab pack: Order # 078510A2 \$94.95

Publisher

Jostens Learning Corporation

System Requirements

Macintosh: LCHI or better; System 7.0 or higher;
 4 MB RAM (8 MB recommended); 10 MB free hard
 drive space; 14" monitor with 256 colors; double-
 speed CD-ROM drive; mouse

Windows: 486SX 25 or higher; Windows 3.1; 4 MB
 RAM (8 MB recommended); 15 MB free hard drive
 space; VGA with 256 colors; DOS 5.0; sound card;
 MPC compatible CD-ROM drive; mouse

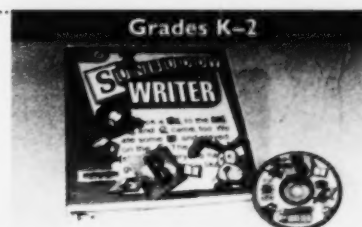
Students in preschool through grade 4 can use this CD-ROM to create multimedia stories and reports. A clip art library offers various backgrounds and pictures of people, animals, and objects, and students can also type in their own words. A digital voice is available to read back their words to them as they type. Children may also use the drawing program to create their own pictures to add to their books. Several short videos can be inserted into the story, and children may import movies, sounds, and graphics from other sources. A sound option allows users to record sounds and narration. Throughout the program, instructions and help are available through text and narration. Completed stories may be printed, saved, and played back. Teachers can track individual student work, and the teacher's manual includes program instructions and suggestions for classroom activities. (Author/KG) [SN-010236]

SSRP Evaluators' Comments

Excellent multimedia writing program! This software allows learners to use or create and import pictures, text, and videos to enhance their writing projects. It aligns very well with national and state standards. The multimedia features were easy to use and suitable for pre-K to grade 4.

Sunbuddy Writer

1996



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.0	Engagement	3.9	Technical	4.3	Skills	2.3
Social Studies	NA	Reading	4.0	Writing	4.0	Math/Science	NA

Publisher

Sunburst Communications, Inc.

Orders

101 Castleton Street

PO Box 100

Pleasantville, NY 10570

Telephone: (914) 747-3310

Toll-free: (800) 321-7511

Fax: (914) 747-4109

E-mail: sunburst@aol.com

<http://www.sunburst.com/>

1 CD-ROM: Order # 6991 (Windows) or # 6755 (Macintosh) \$59.95

Using talking animated characters, this CD-ROM guides children through word processing and story writing. Children can use pre-written story starters to develop ideas for stories, or they may start from scratch. A list of words, with picture referents, is available to children by topic or alphabetically. This list may also be randomly arranged to spark ideas. Several word processing options are available to move text around, add effects to text, and record sound to accompany a story. A help button is available for each screen, which displays options through visual prompts and narration. Teachers may customize the program to meet children's needs and abilities. Stories may be printed with decorative borders in three different sizes. The teacher's manual includes start-up information, illustrated instructions for program use, and several suggestions for supplemental activities. (Author/KG) [SN-010127]

System Requirements

Macintosh: 68040 or better processor; 4 MB free RAM; System 7.0 or later; 640 x 480 resolution monitor (256 colors); hard drive; CD-ROM drive; microphone

SSRP Evaluators' Comments

The evaluators considered this software to be relatively easy for very young writers to use. It seeks to acquaint the early learner with the basic skills of word processing to produce written language. Support for word choice and vocabulary is a strong element of the software. The teacher's guide is adequate for encouraging the integration of the software into the curriculum. Even though the program does not provide direct assessment, it does provide a vehicle for production of authentic pieces of writing for portfolio assessment.

Super Solvers Spellbound!

1994



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.6	Engagement	3.7	Technical	4.5	Skills	4.6
Social Studies	NA	Reading	NA	Writing	3.0	Math/Science	NA

Publisher

The Learning Company (TLC)

Orders

6160 Summit Drive North
 Minneapolis, MN 55430-4003
 Toll-free: (800) 685-6322 ext. 1788
 Fax: (612) 569-1755
<http://www.learningco.com>

1 school edition CD-ROM (Windows/Macintosh)

Order # 34353-65095 \$54.95

Note: Also available on Windows or Macintosh
 diskettes. Site licensing also available.

This software program, including CD-ROM and teacher's manual, is designed to help children in grades 2-6 practice their spelling skills. Through music, narration, graphics, and animation, the program presents three games involving a list of spelling words. The games are a crossword puzzle, a word search, and flash cards with scrambled words. Once students have reached a certain score in the games, they participate in a spelling bee against robot characters. After the spelling bee, students return to the games. As students' scores increase, the level of difficulty is automatically raised. Word lists may be customized and new word lists may be created. The teacher's manual includes instructions, suggestions for classroom activities, and reproducible worksheets. (Author/KG) [SN-010127]

System Requirements

Macintosh: 4 MB RAM; System 7.0.1; hard drive with 128 K free; 256 color monitor; double-speed CD-ROM drive; virtual memory is not supported.

Windows: 386/25, 4 MB RAM; Windows 3.1 running in 386 enhanced mode; hard drive with 128 KB free; 256-color SVGA or 16-color VGA monitor; DOS 5.0 or better; double-speed CD-ROM drive; sound card.

SSRP Evaluators' Comments

Spellbound really is super! Teachers can create their own word lists and then students are presented with four diverse activities to practice spelling skills. While the user's guide is well written, it will seldom be used because the software leads the user through it so effectively. The teacher's guide includes more than 50 activities and blackline masters that can be used with the software or independently. This program—and a bit of creativity on the part of the teacher—could replace spelling texts altogether.

Section III: Software Evaluations

Social Studies Titles

ABCNews Links

1996



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.8	Engagement	4.3	Technical	3.7	Skills	2.3
Social Studies	3.6	Reading	NA	Writing	NA	Math/Science	NA

Publisher

Creative Wonders

Orders

PO Box 629000

El Dorado Hills, CA 95762

Toll-free: (800) 505-6133

Fax: (800) 582-8000

<http://www.creativewonders.com/>

1 CD-ROM (Macintosh/Windows), teacher's edition
\$49.95

Note: School edition available for Macintosh and Windows.

System Requirements

Macintosh: 68030, 68040, PowerPC or higher; 4.5 MB RAM; 3 MB free hard drive space; System 7.1 or higher; 13" 640 x 480 resolution monitor (256 colors); double-speed CD-ROM drive; mouse; QuickTime 2.1; Sound Manager 3.1

ABCNews Links, a multimedia CD-ROM reference tool for grade 5 and up, provides three kinds of globes—political, regional, and physical—and related information from sources such as video documentaries, timelines, and biographies. Other reference sources include statistics, news stories, and online current events. The disc allows students to rotate 3D globes, as seen from space, so that they can locate and mark any country in the world. In the Find box, users can search for information by category; for example, students can look up subjects such as continents, volcanoes, disease, terrorism, and human rights. The teacher's guide has instructions for using the program in both the media center and the classroom. It includes lesson plans that incorporate pre- and on-computer activities, blackline masters of maps and other information, and additional resources. With teacher assistance, the program could be used with grades 3 and 4. (Author/KG) [SN-010277]

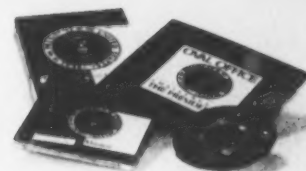
SSRP Evaluators' Comments

This program is a multimedia reference tool that allows students to see the interaction between historical perspectives and online current events. We found the software easy to navigate; the supplemental materials with teacher activities are thorough and challenging. While the software was designed for grade 5 and up, we felt that with teacher adaptation, reference gathering could be done by third and fourth graders. We also felt that the news stories might reflect ABC's perceptions and perspectives.

Oval Office: The Challenge of the Presidency

1996

Grades 5-12



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.2	Engagement	3.6	Technical	3.5	Skills	2.1
Social Studies	4.0	Reading	NA	Writing	NA	Math/Science	NA

Publisher

Meridian Creative Group, Inc.

5178 Station Road
Erie, PA 16510-4636
Toll-free: (800) 695-9427
Fax: (800) 530-9968
http: www.meridiancg.com

1 CD-ROM (Windows and Macintosh). Order #MC-OV1-101 \$49.95

Awards

New Media INVISION Awards, Gold medal, 1996

System Requirements

Macintosh: 68020/25; System 7.0.1 or higher; 5 MB RAM; sound card; 640 x 480 resolution monitor (256 colors); double-speed CD-ROM drive

Windows: 486DX33; 4 MB RAM; Windows 3.1 or higher; sound card; 640 x 480 resolution monitor (256 colors); CD-ROM drive

By putting students in the Oval Office to act as president, this CD-ROM teaches students about the government of the United States. The program features full-color graphics, animation, narration, and music. The user balances the budget, taking into consideration the advice and criticism of advisors and Congress members. Students also determine whether to sign or veto various bills; for every veto, they must explain their decision in writing. Nominations for the Supreme Court must be made for one of four candidates, with a written justification explaining the reasons for the choice. Students must also defend all decisions at a White House Press Conference. When it is re-election time, students get to choose their platform, create a commercial, campaign in key states, and vote for candidates for other offices. A variety of helpful resources is available throughout the program, such as a map of the world with video tours of several major cities, a dictionary explaining various terms, and the full text of the Constitution and Declaration of Independence. Also available are a list of quotes from previous presidents, a scrapbook highlighting important events from each president's term, and a translation guide with phrases in English and five other languages. Students may also take a virtual tour of the White House through photographs of various rooms. (Author/KG) [SN-010296]

SSRP Evaluators' Comments

The reviewers feel this program has many well-integrated components. The major strength is the opportunity for learners to play the role of the president in the lawmaking process, budgeting decisions, justice appointments, and conducting press conferences. All of these components come into play when the learner/president chooses a strategy for re-election. Another strength is the extensive resource library, which includes an interpretation of the Constitution, information on and quotes from all of the past presidents, and a dictionary of governmental definitions. Much of the multimedia integrated into the program could be updated to include more video clips to make the experience more motivational. The reading level on some sections is difficult for upper elementary. It is the opinion of the reviewers that the value of all other sections, however, outweighs these considerations. This program would be an excellent addition to any program that includes a study of the presidents or the democratic process.

Rand McNally Tripmaker 1997 Edition

1996/7



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	2.8	Engagement	4.1	Technical	3.8	Skills	2.6
Social Studies	3.1	Reading	NA	Writing	NA	Math/Science	NA

Publisher

Rand McNally and Company

Orders

8255 N. Central Park

Skokie, IL 60076

Telephone: (708) 673-9100

Fax: (708) 673-0813

http://www.randmcnally.com

1 CD-ROM package (Windows) Order #: 52820342

\$30.00

Note: Lab packs are also available.

System Requirements

Windows: 486 or better; 8 MB RAM (12 MB recommended); 12 MB free hard drive space; Windows 3.1 or later; VGA or SVGA monitor with 256 colors; double-speed CD-ROM drive; sound card and speakers highly recommended; mouse; modem (14.4 kbps or faster); Internet browser; and an account with an Internet service provider required to use Internet feature.

Tripmaker 1997 lets students create their own travel itineraries within the United States. Students can decide whether to take the quickest, shortest, or most scenic route. They can add attractions along the way, including historical sites, hotels, restaurants, or outdoor adventure sites. They can also explore a region. A teacher's manual provides worksheets with different planning tasks; for example, one task might be to plan a trip to visit locations where major events in women's history or the Civil War occurred. Some activities ask students to trace historic routes, such as the Santa Fe Trail, or pretend to be a reporter on a wagon train traveling from Independence, Missouri in the mid-1800s. The manual provides suggestions for additional student research and activities. The lesson plans support the five themes of geography—location, place, interaction, movement, and regions—and the 1994 Geography Education Standards. (Author/Marilyn) [SN-010276]

SSRP Evaluators' Comments

Excellent source to let students coordinate geographical areas. Internet access is available. The teacher's guide integrates various disciplines with lesson plans.

World Tour

1996

Series: The Gigglebong Gang



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.4	Engagement	3.1	Technical	3.7	Skills	3.7
Social Studies	3.7	Reading	NA	Writing	NA	Math/Science	NA

Publisher

Headbone Interactive, Inc.

Orders

1520 Bellevue Avenue

Seattle, WA 98122

Telephone: (206) 323-0073

Toll-free: (800) 267-4709

Fax: (206) 378-0188

<http://headbone.com>

1 CD-ROM (Macintosh/Windows); Order # 71409

ISBN 1-886503-12-5 \$19.95

System Requirements

Macintosh: 68040, 25MHz; System 7 or higher; 8 MB RAM; double-speed CD-ROM drive; 640 x 480 resolution monitor (256 colors)

Windows: 486/33; 8 MB RAM; Windows 3.1 or higher; double-speed CD-ROM drive; sound card; speakers or headphones; 640 x 480 resolution monitor with 256 colors; mouse

The animated characters on this CD-ROM take students on an interactive journey through 10 different countries with five animated characters. Each character leads the student through a different activity related to the designated country. For example, Chester the Raccoon has a mix-and-match game where players must find hidden cultural items. Students can modify the difficulty level of the matching game or race to beat the clock. A wrong match triggers a sound, while correct matches cause the item to light up in color. Velma the Pig plays fact-or-fib games: Velma gives information about the countries and students must decide which facts are true and which are false. A correct answer gets applause, while a wrong answer triggers sounds of disappointment. Either way, the answer is explained and supplementary information is provided. Bunji the Frog carries items in his stomach that can be retrieved and manipulated to trigger different actions. For example, in Norway students can pull out skis and a troll, put the skis on the troll, and make it ski down a hill. Monkie-Sue the Monkey shows slides and plays a song about some aspect of the country, while Rapu the Tiger tells a folk tale about it. At various points in the tale, students must solve puzzles to help characters in the story. Students may move to a different country after each activity by selecting countries from a world map. They may also pick an activity by choosing from the activity grid, which keeps track of activities as they are visited. (Author/KG) [SN-010283]

SSRP Evaluators' Comments

The purpose of this software is to expose learners to different cultures in regard to geographical location, traditions, values, and heritage. It accomplishes this goal by acquainting students with a realistic portrait of each country that the students tour. The software engages students in problem solving through games and puzzles, and it challenges them to discriminate fact from fiction as it teaches the cultural aspects of the country. Immediate positive feedback is given as students perform these tasks. The photographic tour is especially well done. The enchanting stories and music add flavor and delight the viewer. Although the publisher recommends the software for ages 4–8, the evaluators found it more appropriate for ages 5–10. The software is easy to use and guides the learner, requiring little teacher intervention. Additionally, the teacher may use the software as a catalyst to spark further explorations.

Integrated/Multidisciplinary Titles

Acid Rain

1992

Series: National Geographic Kids Network

Subjects

Mathematics, Language Arts, Social Studies, Science



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	5.0	Engagement	5.0	Technical	3.2	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	5.0

Publisher

National Geographic Society

Orders
Educational Media Division
PO Box 98018
Washington, DC 20090
Toll-free: (800) 368-2728
Fax: (301) 921-1575
<http://www.nationalgeographic.com>

1 kit, Order # T93051 (Macintosh), T92051 (DOS),
T91051 (Apple): \$375.00
Tuition: \$80.00
Acid rain test kit: \$33.50

Note: Contact publisher for additional ordering information.

System Requirements

For all platforms: telephone line

Apple IIGS: 512 KB RAM and ROM version 1.0 or higher; color monitor; 3.5" and 5.25" disk drive; printer; modem (minimum 1200 kbps)

IBM: 640KB RAM (1 MB or higher recommended); DOS 3.3 (5.0 recommended); mouse; color monitor with VGA graphics; 3.5" disk drive; hard drive; or two 3.5" disk drives; printer; modem

Macintosh: 2 MB RAM for System 6.0.5, 6.0.7, or 7.0; 3.5" disk drive; hard drive; printer; modem

Part of the *National Geographic Kids Network*, this kit encourages students to investigate acid rain by gathering and interpreting real data. The *Kids Network* is a telecommunications-based science curriculum that allows students to conduct original research and find their own answers. Using their computer, they record and graph data, display software-generated maps, and send information electronically. In this unit, students investigate sources of acid-producing gases in their community and learn about the relationship between human activities and the acid rain problem. They begin by using pH paper to measure the acidity of various household liquids, and then they build their own rain collectors and measure the acidity of their rain water. After students review their data and read letters from their teammates, they make and evaluate predictions and vote on whether action should be taken to stop acid rain. The kit includes a teacher's guide, a software manual, and a student handbook and reproducible activity sheets. The student handbook provides information on sources of acid rain and how it is formed, and talks about how acid rain is an international problem. The teacher's guide contains lesson objectives, background information, homework suggestions, and extension activities. The Acid Rain Test Kit, which includes pH paper and charts, is delivered separately. (FEB/LCT) [ENC-005232]

SSRP Evaluators' Comments

This is an excellent piece of software for the classroom that is looking to incorporate telecommunications into the curriculum. It requires the students to collect data and share that information with other students in another place that is also connected. This would be a great class project!

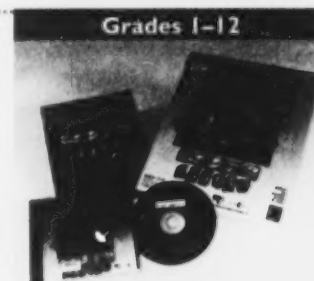
Africa

1994

Scavenger Hunt Adventure Series

Subjects

Science, Language Arts, Social Studies



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.0	Engagement	4.1	Technical	4.0	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	2.5

Publisher

Swede Corporation

PO Box 9281
Newport Beach, CA 92658
Telephone: (714) 442-6180
<http://www.swede.com>

1 regular edition: \$49.95

Teacher's edition: \$69.95 (includes additional printed student activities)

Lab pack: \$149.95

System Requirements

Macintosh: Macintosh II or higher; System 7.0 or higher; 4 MB RAM; 12" or larger monitor with 256 colors; double-speed CD-ROM drive

Windows: 386/20 or higher; Windows 3.1 or higher; double-speed CD-ROM drive; 4 MB RAM; 2 MB free hard drive space; VGA/SVGA monitor with 256 colors; sound card

In search of indigenous animals, students take off on a scavenger hunt through four landscapes of Africa: The Congo rain forest, the African Savannah, the Sahara Desert, and the Island of Madagascar. Using three tools—the Vica icon, the list icon, and the camera icon—children move through the landscapes searching for six randomly generated animals. At the beginning of the program, clicking on the Vica icon will take students to an animated bird who gives an introduction. Within the rest of the game, this icon provides information on either an animal or a plant. The Vica can also help students find the more elusive animals. The List icon brings up clues describing characteristics associated with the specific animals being sought. As the students move through the landscapes, they can click on any animal they find to hear information about that animal and decide if it is one of the animals on the list. The camera icon allows students to take photographs of the animals. Students can then place that picture in one of six empty picture frames if they think that animal is on their scavenger list. If it is, the animal will come to life in a rhyming description of itself. Students can move from one virtual landscape to another by finding animal symbols that are hidden somewhere in the landscape. Clicking on these symbols will take students to a puzzle that tests their knowledge of one of several aspects of an animal, including its eating habits, habitat, features, and footprints. A correct answer will increase the frequency and quantity of animals that will be in the next landscape. The longer it takes the student to answer the question, the fewer the animals he/she will see in the subsequent landscape. Once all of the animals have been found and placed on the list, the scavenger hunt is complete. (EPIE) [ENC-005152]

SSRP Evaluators' Comments

This would be a good supplemental piece for teaching about animals and habitats or the study of Africa. It would not be recommended for isolated use since it requires a great deal of time with not a great deal of content. There may be some confusion for children with regard to navigation.

Alexander Graham Bell

1996

Subjects

Social Studies, Science

Publisher

Fitzgerald Studio

Sales

423 Charlotte St., Box 963

Sydney, Nova Scotia, Canada B1P 6J4

Telephone: (902) 562-2321

Toll-free: (800) 575-2321

Fax: (902) 562-8230

E-mail: info@fitzgeraldstudio.com

http://www.fitzgeraldstudio.com

1 CD-ROM (Windows/Macintosh): \$39.00

System Requirements

Macintosh: 68040 or better; System 7.0 or higher;
8 MB RAM (12 MB RAM recommended for
PowerPCs); double-speed CD-ROM drive; 256-
color monitor

Windows: 486/66 or better; Windows 3.1 or higher;
8 MB RAM; double-speed CD-ROM drive; SVGA
monitor and video card; sound card

Grades 5-12



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.4	Engagement	3.7	Technical	3.7	Skills	2.7
Social Studies	3.6	Reading	NA	Writing	NA	Math/Science	NC

Through historical photographs, narration, and video interviews with Alexander Graham Bell's descendants and biographers, this CD-ROM presents the life and work of the great American inventor and humanitarian. Users can follow narrated slide shows that describe Bell's childhood, adult family life, and inventions. The CD-ROM also features the text of each narration, a timeline of milestones in Bell's life, and panoramic images of his summer home, Beinn Bhreagh. Three-dimensional models allow students to examine the HD-4 hydrofoil and *Silver Dart* from every angle. The disc also provides directions for recreating some of the simple experiments Bell developed for his own children and grandchildren. (Author/LCT) [ENC-011554]

SSRP Evaluators' Comments

This software is an excellent multimedia production that provides an extensive and complete focus on Alexander Graham Bell. The information is presented within a rich collection of vintage photographs, concurrent historical timelines and events, videos, historical documents, biographies, and related science experiments. Educators can be assured that it targets accurate information for individual research projects based on this great American inventor.

Aviation Adventure

1994

Subjects

Science, Social Studies



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.4	Engagement	4.0	Technical	4.0	Skills	NC
Social Studies	NC	Reading	NA	Writing	NA	Math/Science	4.3

Publisher

Knowledge Adventure, Inc.
1311 Grand Central Avenue
Glendale, CA 91201
Toll-free: (800) 542-4240
Fax: (818) 246-8412

1 CD-ROM \$9.95

Note: Availability limited.

System Requirements

Windows: Windows 3.1 or higher; 8 MB hard drive space; 4 MB RAM (8 MB recommended); MPC CD-ROM drive; color SVGA graphics; sound card; mouse

In this multimedia program, the focus is on exploring aircraft, aerodynamics, and aviation history and technology. Entering from a simulated air traffic control tower, students can then move on to explore one of the many sections of the program. One section, the Aviation Theater, contains full-motion videos of aviation topics, while in the Aviation Reference Library students can select from different categories of aviation knowledge, such as early aviation, civil aviation, and technical advances. Another section, the Aircraft Encyclopedia, provides pictures, data, and narrated text on 200 military, commercial, and rotary wing aircraft. In the Aviation Lab, students observe the inner workings of an aircraft through electronic dissection, and in the Paper Plane Factory students receive aerodynamics lessons and learn to make 12 different paper airplanes. The CD-ROM contains a number of games, such as a flight simulator called the "F4U Secret Sortie" and another game called the "Glider Game," which puts students in an imaginary plane looking for thermals and avoiding other objects. Finally, the Aviation Adventure Trivia Quiz challenges players to complete all five levels of aviation trivia to win. (EPIE) [ENC-005006]

SSRP Evaluators' Comments

This software has a high interest level for all students. It would be most effective as a tool for the integration of social studies and language arts into the science curriculum. *Aviation Adventure* is a fun and informative program.

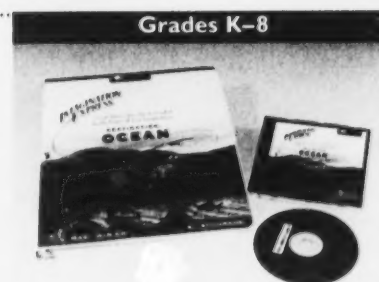
Destination: Ocean

1995

Series: *Imagination Express*

Subjects

Language Arts, Science



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.2	Engagement	4.3	Technical	5.0	Skills	3.6
Social Studies	NA	Reading	NA	Writing	3.0	Math/Science	NC

Distributor

Edmark Corporation

Orders

P.O. Box 97021

Redmond, WA 98073-9721

Toll-free: (800) 362-2890

Fax: (425) 556-8430

E-mail: edmarkteam@a.edmark.com

http://www.edmark.com

1 CD-ROM package (Windows/Macintosh)

Order # 1085 \$39.95

Note: Lab packs and site licenses also available.

Publisher

Edmark Corporation and Harcourt Brace & Company

Awards

Technology & Learning, Award of Excellence, 1996

National Educational Media Network, Silver Apple award, 1996

Multimedia Mom, Mom's Choice Award, 1996

System Requirements

Macintosh: System 7; 13" monitor (256 colors) 8 MB RAM; CD-ROM drive; microphone, printer optional

Windows: Windows 3.1; 386 or better; 8 MB RAM; SVGA monitor (256 colors); mouse; CD-ROM drive; sound input device; microphone, printer optional

Developed for grades K-8, this CD-ROM is one of a series of language arts programs intended to strengthen creativity and develop writing and communication skills. This particular program focuses on marine life and ocean habitat, the function of oceans in the water cycle, the natural history of California's Channel Islands, and the importance of protecting and preserving the ocean environment. Students select scenes, choose and animate characters, invent plots, write stories, narrate pages, and add conversations and sound effects. The final project can take a variety of forms: illustrated interactive books and poetry, on-screen puppet plays and theater productions, journals, research reports, or multimedia presentations. Students who are writing their own books can click on the Sample E-book to see examples of what they will create. Story Ideas provide suggestions, ideas, and different ways to write stories, such as a story about a giant shrimp and a midget whale, or a ship's captain who discovers a sea serpent. While consulting the Ocean Fact Book for information about the ocean environment and marine life, students can listen as the page is read aloud and animate the characters. The Adult Options section allows teachers to customize the program according to the grade level and ability of their students. Younger students can use the disc to play with characters in a scene and make simple picture books, while older students can create more elaborate reports and multimedia productions. The manual includes reproducible student activity sheets, as well as suggestions for customizing the program and entering text in other languages. (Author/FEB) [ENC-008521]

SSRP Evaluators' Comments

This is a language arts tool that students can use to create books on the computer with sound and action—with the added advantage of an informational resource on virtually any aspect of oceans or ocean life. Educational value, interest value, and technology value rate very high.

Destination: Pyramids

1996

Series: Imagination Express

Subjects

Social Studies, Language Arts



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	5.0	Engagement	4.7	Technical	4.7	Skills	3.3
Social Studies	2.1	Reading	4.6	Writing	5.0	Math/Science	NA

Publisher

Edmark Corporation

Orders

P.O. Box 97021

Redmond, WA 98073-9721

Toll-free: (800) 362-2890

Fax: (206) 556-8430

E-mail: edmarkteam@edmark.com

http://www.edmark.com/

1 CD-ROM (Windows/Macintosh): Order # 1606
\$39.95

Note: Includes teacher's guide.

Students are invited to use this program to create E-books (electronic books) by incorporating the factual information, art, animated stickers, music and sound effects provided on this CD-ROM. Users can write their own stories or use story starters. Information on many aspects of Egyptian life and culture is available under major categories such as daily life, work, communication, beliefs, and pyramids. Texts and scenes can be linked to create multimedia presentations. The teacher's guide provides introductory lessons, brief lesson plans and activities, and adaptations for second language and special needs students. (Author/KG) [SN-010274]

System Requirements

Macintosh: System 7 or higher; 8 MB RAM; 13" monitor with 256 colors; double-speed CD-ROM drive; microphone, printer optional

Windows: 386 or better; Windows 3.1 or later; 8 MB RAM; SVGA monitor with 256 colors; mouse; double-speed CD-ROM drive; sound output device; microphone, printer optional

SSRP Evaluators' Comments

In this software students have the opportunity to create multimedia presentations about ancient Egypt. Through the use of text, sounds, graphics, and video presentations, the software gives students a host of information including facts about the Egyptian people, rulers, lifestyles, housing, and food. Students can utilize these resources to create a multimedia presentation on a topic of their choice or the teacher's choice. They can select from a vast array of backgrounds and scene elements. Students can also add music and record text for each scene or individual graphic. Created scenes can be linked to make a presentation. Students can save their presentations and work on them for more than one session on the computer. The included resource materials integrate the different subject areas by including appropriate related activities. We feel that purchasing this program would mean money well spent!

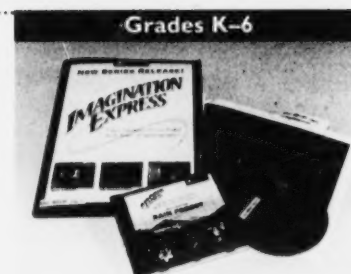
Destination: Rain Forest

1995

Series: *Imagination Express*

Subjects

Science, Language Arts, Social Studies



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.4	Engagement	4.0	Technical	4.0	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	3.8

Publisher

Edmark Corporation

6727 185th Avenue NE
Redmond, WA 98073
Telephone: (206) 556-8400
Toll-free: (800) 426-0856
Fax: (206) 556-8430
<http://www.edmark.com>

1 CD-ROM (Macintosh/Windows) Order: 1608
\$39.95

Note: The above price reflects an educator's discount and includes a teacher's guide.

System Requirements

Macintosh: System 7.0; CD-ROM drive; 8 MB RAM; 13" monitor; hard drive

Windows: Windows 3.1; 386 or higher; CD-ROM drive; Super VGA monitor

Part of the *Imagination Express* series, this CD-ROM discusses the rain forests of the world and encourages students to explore their creativity, develop their writing skills, and produce interactive electronic books and printed works. Students may select scenes, choose and animate characters, invent plots, write stories, and narrate pages. They can also add music, conversations, and sound effects to their stories. The Rain Forest Fact Book, a talking book about rain forest people and creatures, offers factual information about rain forest ecology, the Kuna Indian people, and exotic animals such as anteaters, eyelash vipers, and oropendalas. Students can read the Fact Book entirely, look up information by topic, or watch video presentations. As they work on their projects, students are assisted by the Story Ideas section and the writing tips presented by rain forest characters. Sample projects include illustrated books and poetry, on-screen puppet plays and theater productions, and research reports and multimedia presentations. Text tools enable students to write the words to a story, place them on the page or in a background, and select a text color, font, and size. Sound tools allow students to record narrations in which their characters sing, laugh, and speak. The Adult Options section allows teachers to specify which tools are accessible to students. It also enables them to customize the program so that younger students can play with characters in a scene and make simple picture books, or so that older students can create elaborate reports and multimedia productions. The PC version requires a sound output device. (SSD) [ENC-005199]

SSRP Evaluators' Comments

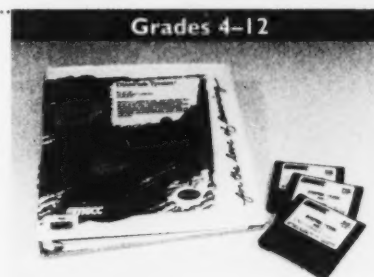
This is basically a creative writing software package; however, a lot of rain forest information is provided to be used as needed. While assessment is not an integral part of the software, a multimedia production (sound, music, movement) is created that can be assessed.

DinoPark Tycoon

1993

Subjects

Mathematics, Science



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.6	Engagement	3.8	Technical	3.7	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.8

Publisher

MECC

6160 Summit Drive North
Minneapolis, MN 55430-4003
Telephone: (612) 569-1500
Toll-free: (800) 685-6322, ext. 1788
Fax: (612) 569-1755
<http://www.mecc.com/>

1 software package; Order # MC-230 (Macintosh)
\$49.95

System Requirements

Macintosh: System 6.0.7 or higher; hard disk

DOS: 386 or better recommended

Tandy 1000/3000: 6.4MB RAM; hard disk; VGA monitor; mouse; DOS 5.0

In the context of setting up and running a roadside dinosaur attraction, this program allows students to practice and build skills in estimating, reading graphs, and problem solving. Students are given a bank loan to start the business and must purchase land, animals, materials, and supplies. They must also hire employees. Estimating skills are used as the entrepreneurs calculate the cost of the items needed and compare that to the cash on-hand. Students must make decisions on day-to-day operations, plan long-range strategies, and forecast the volume of attendance in relation to ticket price and season. Problem-solving skills are used to resolve such dilemmas as escaping dinosaurs, generating enough capital to buy another dinosaur species, and coping with falling attendance. Students must read, understand and react to graphs, the office desktop, and the general ledger on park attendance, profit, income, and expenses. Decisions on changing the ticket price must be made before the start of the fiscal quarter. As admission fees come in, investments into the business can be made to buy a parking lot, more animals, land, supplies, or materials. Animals can be bought or sold at auctions held once a quarter. Students can investigate other bidders to outbid them for the rarer dinosaurs or they can put dinosaurs up for sale to raise cash. (EPIE) [ENC-005024]

SSRP Evaluators' Comments

Dinopark Tycoon is an open-ended problem-solving program that encourages the students to plan and budget with a limited amount of money and time. We found it to be very fast paced.

The Incredible Machine 2

1994

Subjects

Mathematics, Science



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.2	Engagement	4.8	Technical	3.3	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	4.5

Distributor

CUC Software Direct
7100 West Center Road, Suite 301
Omaha, NE 68106-9850
Toll-free: (800) 757-7707
Fax: (402) 393-3224

1 software package: \$19.95

Publisher

Sierra On-Line, Inc.

System Requirements

DOS: 386SX or higher; 2 MB RAM; 6 MB free hard drive space; DOS 5.0 or higher; CD-ROM drive; 3.5" floppy drive; VGA display; mouse; sound card

The sequel to Sierra's *Incredible Machine*, this program helps students use applied physics to solve a series of 150 puzzles. Students can manipulate items such as pinwheels, dynamite, ropes, buckets, and balloons to build machines that will solve the puzzles and that will allow students to build their own creations. By taking the guided tour with Professor Tim, students learn their way around the program, including how to use parts and build machines. The main menu offers a variety of other options, such as Puzzle Play where students can solve puzzles built by Professor Tim. In Professor Tim's Workshop, students can change or build new puzzles. In Head-to-Head, students can compete with a friend in a puzzle-solving contest. Students can keep track of which puzzles they have solved in Sign-In. In Tutorial, Professor Tim walks students through the process of building their own puzzles. Each screen has help and hint icons that will provide suggestions if a student is stumped by a puzzle. There is also a Parts Bin containing a dozen programmable parts, the look or behavior of which can be changed by the student. Some of the parts include pulleys and steel cables that can be used to tie objects, hang things, or hoist things off the ground. Belts are used to hitch any two rotating parts together, such as gears, generators, electric motors, and mandrill motors. Users may select English, Spanish, French, or German languages. (EPIE) [ENC-005108]

SSRP Evaluators' Comments

This was excellent for problem solving that involves Rube Goldberg type devices. It could be used for science fair projects, Invent America, and playing with simple machine concepts. Even the choices of music and noises were great. We had difficulty loading it—it took some thought.

Eyewitness Encyclopedia of Nature: The Essential Multimedia Reference Guide to the Natural World

1995

Series: Eyewitness

Subjects

Science, Social Studies, Language Arts

Publisher

Dorling Kindersley, Inc.
95 Madison Avenue
New York, NY 10016
Telephone: (212) 213-4800
Toll-free: 1-888-342-5357
Fax: (212) 213-5240
http://www.dk.com/

1 CD-ROM ISBN 0-7894-1702-2
(Macintosh/Windows) \$39.95

System Requirements

Macintosh: Contact publisher for specific requirements

Windows: 386DX 33 or higher; Windows 3.1 or higher; 4 MB RAM; CD-ROM drive; sound card; mouse; VGA monitor with 256 colors; speakers or headphones

Grades K-12



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.8	Engagement	3.4	Technical	4.3	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	3.3

This CD-ROM provides colorful pictures, video sequences, sound clips, and animations illustrating different subjects in life and Earth sciences. Topics include the world's major habitats, such as tundra, deserts, forests, wetlands, and rain forests. Also covered is a variety of plants and animals, such as amphibians, reptiles, birds, insects, invertebrates, and fungi. The CD contains sections on climate, microscopic life, prehistoric life, and evolution. A timeline illustrates the history of life, and explanations are given for ecological concepts such as biosphere, energy flow, and food chain. The program also addresses environmental issues, including pollution, global warming, endangered wildlife, and threatened habitats. Also included is a game using multiple choice questions about the air, Earth, and water. (Author/RA) [ENC-003337]

SSRP Evaluators' Comments

Eyewitness software provides students with a rich, informative package with many directions to pursue. What the students do with the information once the "research" is completed is then up to the teacher. The possibilities are wide open for additional integration into almost any discipline.

Feed Me! Investigating the Needs of Living Things

1994

Series: *KinderVentures, Windows on Science*

Subjects

Mathematics, Science, Language Arts, Social Studies

Grade K



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.6	Engagement	4.4	Technical	4.3	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	4.3

Publisher

Optical Data School Media

512 Means Street NW, Suite 100
Atlanta, GA 30318
Telephone: (404) 221-4500
Toll-free: (800) 524-2481
Fax: (404) 221-4520
<http://www.opticaldata.com>

1 kit, Order # 277-N \$395.00

System Requirements

Macintosh: System 7.0 or higher with multimedia support, 4 MB RAM, 1–8 MB free hard drive space, color monitor, CD-ROM drive

Windows: 386 or above; Windows 3.0 with multimedia support, 4 MB RAM, 1–8 MB free hard drive space, color monitor, CD-ROM drive

Part of the *KinderVentures* series developed by *Windows on Science*, this kit is a multisensory program that helps children use scientific processes and methods in investigating healthy foods. The adventures of Pocket and Tails, twin Wanderoos, guide teachers and students through both familiar and new concepts, incorporating laserdiscs, hands-on activities, literature, and manipulatives. Topics include plant and animal growth and development, farms, and the physical and chemical changes that occur during food preparation. The CD-ROM features activities with the alphabet, numbers, shapes, and colors. It also includes picture puzzles, learning games, and animations, as well as music clips, sound effects, and narrated stories. The accompanying teacher's guide provides reproducible student worksheets, a bibliography of children's literature, and connections to other disciplines, multicultural perspectives, careers, and basic skills. In addition, it features detailed lesson plans, a barcode index to laserdisc images and movies, and both individual and group activities. Sample activities have children classify foods according to their place on the food pyramid, identify plant and animal parts, and work in cooperative groups to create recipes and measure ingredients. Suggestions are given for creating a classroom Science Discovery Center and for helping children develop their own projects, such as multimedia journals, puppets, and musical instruments. In addition to traditional assessments, the guide offers activities that would be appropriate for inclusion in portfolios or as alternative assessments. Visuals and manipulatives include a felt board of the food pyramid with removable food items, illustrated Sequencing Cards, and a set of measuring cups and spoons. A Spanish version of the kit is available. (Author/LCT) [ENC-005588]

SSRP Evaluators' Comments

This is an excellent multimedia package. CD, laserdisc, and guides should be used as a complete program to be most effective, although the CD could be used alone. The grade level use is described as kindergarten, but we feel it would be very usable with preschoolers and first graders and that it would even be an excellent resource for grades 2–4. The multimedia graphics are very well done, a wide variety of content areas is covered, and it is great fun!

Gage Taylor's Bears at Work

1996

Subjects

Language Arts, Fine Arts, Science, Social Studies

Publisher

Palladium Interactive
899 Northgate Dr., 4th floor
San Rafael, CA 94903
Telephone: (415) 446-1730

1 CD-ROM (Windows/Macintosh) \$19.95

System Requirements

Macintosh: 68030/25 or higher; System 7.1.1; 8 MB RAM (16 MB recommended); 3 MB hard drive space; 13" 640 x 480 resolution monitor (256 colors); double-speed CD-ROM drive; modem for Internet access (14.4 kbps recommended)

Windows: 486/33 or better; Windows 3.1 or higher; 8 MB RAM; 3 MB hard drive space; VGA 640 x 480 resolution monitor (256 colors); mouse; double-speed CD-ROM drive; modem for Internet access (14.4 kbps recommended)

Grades Pre-K-2



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.8	Engagement	4.3	Technical	4.0	Skills	1.9
Social Studies	NC	Reading	3.4	Writing	NA	Math/Science	NC

Using music, animation, full-color graphics, and narration, this CD-ROM introduces children ages 3-8 to an alphabet of possible adult careers. In a storybook area, working bears sing about various aspects of their jobs, and children may follow along as the words are highlighted. There are hidden animations for children to discover in the illustrations for each song. In a fan club section, the bears tell about their education, hobbies, and preparation for their jobs. In an image of a bear's cave, children may view pictures and information about real bears and their habitats. Children can create scenes using clip art from the program, color in an interactive coloring book, and play musical instruments to accompany the songs the bears sing about their careers. In a fun house area, students can also add sound effects to the songs. The CD-ROM includes a link to an Internet page featuring more sound effects, songs, and pictures; information about bears and other wildlife; and a chat room where children can communicate with each other. (Author/KG) [SN-010170]

SSRP Evaluators' Comments

Bears at Work is an interactive storybook and activity center that integrates reading, music, performing arts, and art. The story is based on careers from A to Z, which the bears sing about to the students. Other features include Bears Online, which allows users to explore the Bears at Work Web site, and the Bears' Fun House that has four studios: color, music, sound, and collage. The Real Bears' Cave shows the real-life world of grizzlies, pandas, koalas, etc. The Fan Club supplies more information about each character and its career.

The Graph Club with Fizz & Martina

1995

Subjects

Mathematics, Science



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.2	Engagement	3.6	Technical	4.3	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	4.3

Publisher

Tom Snyder Productions, Inc.

80 Coolidge Hill Road

Watertown, MA 02172

Telephone: (617) 926-6000

Toll-free: (800) 342-0236

Fax: (617) 926-6222

http://www.teachtsp.com

1 CD-ROM (Macintosh or Windows): Order # GRT
\$79.95

Note: Curriculum kit material must be purchased separately. Contact publisher for other package information.

System Requirements

Macintosh: System 6.07 or higher; 1 MB RAM; color monitor recommended; network version requires AppleShare.

Windows: 4 MB RAM; color monitor; network version requires Novell.

This software program teaches students to use graphs to communicate information, answer questions, and solve problems. The goal is to help them make the transition from graphing with manipulatives to graphing in the abstract. Another aim is to teach students the relationship between different representations of the same data, such as a picture graph, bar graph, and table. Designed to support the NCTM's *Curriculum and Evaluation Standards for School Mathematics* (1989), the program encourages cooperative learning, problem solving, and cross-curricular integration. Sample graphs are included for exploring and/or matching. The program can also be applicable to upper elementary and middle school levels; for example, circle graphs can be labeled with whole numbers, fractions, or percents, and two views of the same graph can be opened and each one labeled differently. The program offers five modes of operation to help students collect information, answer questions, make decisions, and solve problems. The Explore mode generates a pair of graphs in an open-ended environment, while the Match mode generates a random graph and challenges students to create a different type of graph to represent the same data. Using the Create mode, students enter collected data for graphing. The Guess mode encourages critical thinking and helps students understand that there are often many good answers to a question. A teacher's guide is included. (Author/LDR) [ENC-004945]

SSRP Evaluators' Comments

Teachers need to spend time with the software before using it. The scales are set but may be changed, and teachers may want to modify some examples that were used for line graphs. A very complete and informative teacher guide is provided. This program can be a complete unit. Many support materials are included, such as student activity portfolios. Assessment ideas are provided in the guide. Recommended for K-4 but can be used for 5-8 when doing line and circle graphs. Percents can be demonstrated.

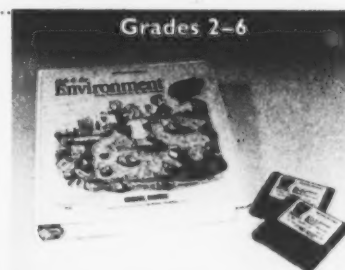
Kids and the Environment

1994

Series: Choices, Choices

Subjects

Mathematics, Social Studies, Science



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.8	Engagement	4.2	Technical	3.0	Skills	NC
Social Studies	NC	Reading	NA	Writing	NA	Math/Science	4.0

Publisher

Tom Snyder Productions

80 Coolidge Hill Road
Watertown, MA 02172
Telephone: (617) 926-6000
Toll free: (800) 342-0236
Fax: (617) 926-6222
<http://www.teachtsp.com>

1 software package: Order #: KID \$99.95

System Requirements

Macintosh: 1 MB RAM (black and white version)
or 2 MB RAM (color version), hard drive

Presenting children with a realistic dilemma filled with difficult choices, this software program focuses on environmental issues. Topics covered include landfills, recycling, source reduction, and social and individual responsibility. The central dilemma concerns the garbage that has been strewn on the soccer field at Cherry Hill School. Acting as captains of the soccer team, students must determine how to use the field for practice. As they reach a consensus about what direction to take, students discuss long- and short-term solutions, make choices, and evaluate the consequences of those choices. They must also weigh alternatives, initiate change, set priorities, and establish goals based on those priorities. As students work through the dilemma, they encounter multiple situations, and each choice yields a different set of results. The teacher's guide provides learning objectives, suggestions for preparing the class to use the program, lesson plans, and vocabulary lists. (EPIE) [ENC-005134]

SSRP Evaluators' Comments

Limited graphics make this a good teacher tool to promote group problem solving. While we think this is a good piece of software, we believe that there are other classroom activities to promote critical thinking skills and decision making that do not require software purchases.

Let's Start Learning—Reader Rabbit

1995

Series: Reader Rabbit and Friends

Subjects

Language Arts, Mathematics



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	2.6	Engagement	2.0	Technical	3.8	Skills	2.6
Social Studies	NA	Reading	2.4	Writing	NA	Math/Science	2.8

Publisher

The Learning Company (TLC)

Orders

6160 Summit Drive North

Minneapolis, MN 55430-4003

Toll-free: (800) 685-6322 ext. 1788

Fax: (612) 569-1755

http://www.learningco.com

1 CD-ROM package (Windows/Macintosh): Order # LST3544AE \$29.95

System Requirements

Macintosh: 68030/16 or better; System 7.0.1 or higher; 4 MB RAM; 1 MB free hard drive space; monitor with 256 colors; double-speed CD-ROM drive; mouse

Windows: 386DX 33 or better; Windows 3.1 or higher; 4 MB RAM; 2 MB free hard drive space; VGA monitor with 256 colors; DOS 5.0 or higher; sound card; double-speed CD-ROM drive; mouse

This software program, including CD-ROM and user's guide, is designed to teach children ages 2–5 basic preschool skills, such as visual perception, auditory discrimination, and visual and auditory memory. The program presents five different activity areas, with graphics, music, narration, and animation. In the Counting Club, children match numbers and count objects, while in the ABC Diner, children match given letters to sounds and pictures. Sorting is the theme activity in the Shape Shack, where children sort objects by shape, color, and sound. In the Pattern Parade, students complete a sequence by matching single attributes or attribute patterns, such as color or size. In all activities, children are given as many chances as necessary to make correct choices, and rewards are given in the form of verbal praise and animation. After successfully completing a level, students are rewarded with a key, which can be used in a carousel area to mix and match the parts of an animated carousel pony. Adults may set the difficulty level for each activity, and on-screen help is available for each one. Teachers may also view a progress report for each student, set various program options, and read information on the educational benefits of the program. The user's guide includes instructions for program use, information for parents on the program's educational benefits, and song lyrics. (Author/KG) [SN-010179]

SSRP Evaluators' Comments

This software is designed for preschool or early kindergarten students for developing their skills in letter recognition, beginning sounds, counting 1–10, number recognition, patterning, and shapes. For each activity, the program has four different skill levels that can be preset by the teacher. A section for parents describes how children learn each of the programmed skills and how those skills relate to other areas of development. Each activity has its own song that can be played separately on a CD player. There are helpful activities and suggestions throughout the user's guide. Students will enjoy the different animal characters who guide them in the software. This software is a precursor to the other *Reader Rabbit* programs.

Magic Bear's Masterpieces: A Mathemagical Adventure in Art and Geometry

1993

Subjects

Mathematics, Art

Grades Pre-K-4



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.0	Engagement	2.8	Technical	4.0	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.8

Publisher

Legacy Software

5340 Alla Road
Los Angeles, CA 90066
Telephone: (310) 823-2423
Fax: (310) 448-0440

1 software package: \$29.95 (specify version)

1 CD-ROM: \$49.95 (specify version)

Note: Free 5.25" disk swap available. Availability limited. There are site licenses and lab packs available.

Four game choices introducing numbers and pre-geometry concepts are designed to encourage inventiveness in learning. Specific content areas addressed include visual perception, pattern recognition, and spatial abilities. Each activity starts with a square grid of 100 tiles, and students can choose from an on-screen palette that displays basic shapes and colors. Any tile selected appears on an easel so that students can rotate it, swap foreground and background colors, and otherwise transform it. They can then click on the desired location to place the tile on the grid. Feedback is provided on each choice. Children can apply their understanding of such concepts as rotation, directionality, sequence, and order. They can explore repetition, equivalence, and one-to-one correspondence, as well as coordinates, area, and fractions. A player's guide is included. (Author/DDD) [ENC-001658]

System Requirements

Macintosh: System 7.0, color monitor, 2 MB RAM

Windows: Windows 3.1 or higher; VGA graphics and sound card

CD-ROM version: CD-ROM drive; may run program from CD-ROM or install on hard drive

SSRP Evaluators' Comments

This software is recommended for ages 4-9 by the publisher. The evaluators feel that the ages should be adjusted for children ages 6-12. The tools may pose problems for younger children, resulting in a frustrating experience.

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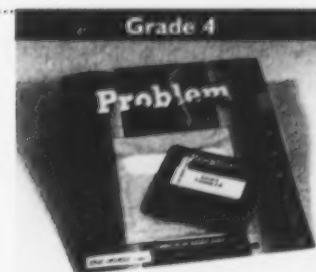
Math Problem Solver, Level 4

1995

Series: Math Problem Solver

Subjects

Mathematics, Language Arts



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	2.8	Engagement	3.2	Technical	4.0	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.5

Publisher

Curriculum Associates, Inc.

5 Esquire Road

North Billerica, MA 01862-9987

Telephone: (978) 667-8000

Toll-free: (800) 225-0248

Fax: (978) 667-5706

E-mail: cainfo@curriculumassociates.com

<http://www.curriculumassociates.com>

1 software program; Order # 7130 (Windows)

\$69.95

1 complete set (Levels 1-8); Order # 7407 \$499.95

Note: Additional platforms are available. Contact publisher for details.

This software package is Level 4 of a six-level series intended as a learning tool for mathematics instruction. Each level features material from six major topics: data interpretation, numeration, measurement, geometry, number theory, and prealgebra or algebra. For example, one of the measurement sections asks students to choose appropriate units, while in another students read clocks and measure their perimeter. When students give an incorrect answer, they revisit the problem in a three-step process, each with a selection of multiple-choice questions. As they progress, students type in their own answers. Each unit ends by giving students an opportunity to create their own problems and test the knowledge of their partners or instructor. Student data, such as the number of sections that have been completed, is recorded throughout the program. The teacher's guide provides installation instructions, a chart listing the concepts of each of the major sections, and an overview of the program. (Author/DDD) [ENC-003022]

System Requirements

Macintosh: Macintosh LC or better; System 6.0.7 or higher; 4 MB RAM; 2.5 MB hard drive space (for each level loaded); 3.5" high density floppy drive

DOS or Windows: 386SX (486 recommended); monitor with VGA or better; DOS 3.3 or higher; Windows 3.1 or higher; 4 MB RAM; 3 MB hard drive space (for each level loaded); 3.5" high density floppy drive

SSRP Evaluators' Comments

This software guides students through the problem-solving process. It provides an excellent review and practice for Ohio's fourth grade proficiency test. We recommend it for all fifth grade classrooms. Fifth grade teachers can use it for remediation, since by law teachers are required to remediate students who do not pass the test. This program can be used for grades 4-8, depending on the ability of the students. It would also be helpful for students who are new to districts and haven't had practice for the test. In the version we reviewed, we found three bugs, but we would still purchase it. We were told a new version is available.

Rainbow: A World of Hats; The House I live In; Walk in My Shoes

1996

Subjects

Social Studies, Language Arts



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.8	Engagement	3.4	Technical	4.2	Skills	2.9
Social Studies	2.6	Reading	3.2	Writing	4.0	Math/Science	NA

Publisher

Curriculum Associates, Inc.

Orders

PO Box 2001

North Billerica, MA 01862-0901

Telephone: (978) 667-8000

Toll-free: (800) 225-0248

Fax: (800) 366-1158

E-mail: cainfo@curriculumassociates.com<http://www.curriculumassociates.com>

1 CD-ROM (Macintosh/Windows): Order # WH7050
\$39.95

Note: Student books, teacher's guides, and audio tapes are available. Discounts available for quantity purchases. Lab packs and site licenses are also available. Contact the publisher for details.

The emphasis of this CD-ROM package is on providing a multicultural context for the teaching and strengthening of reading and writing skills. The program contains the text of three books, accompanied by photographs, narration, and an online glossary. Children read about the hats, shoes, and houses of people around the world. Students may create their own videos, selecting pictures from the books, adding music, and recording their own voices. The CD-ROM also allows children to create their own storybooks by selecting graphics and backgrounds and typing original text. The teacher's manuals for each book on the CD-ROM contain suggestions for integrating the book themes throughout the curriculum, as well as lesson plans and reproducible worksheets. (Author/KG) [SN-010198]

System Requirements

Macintosh: Macintosh LC520 or better; System 7.0 or later; 5 MB RAM; color monitor; 2 MB free hard drive space; double-speed CD-ROM drive

Windows: 486/25 or higher; 8 MB RAM; 2 MB free hard drive space; Windows 3.1 or higher; color monitor; sound card; mouse; double speed CD-ROM drive

SSRP Evaluators' Comments

This program is a great way to introduce younger children to world cultures. Through the use of three books—*A World of Hats*, *The House I Live In*, and *Walk in my Shoes*—students learn about similarities and differences in multiple cultures. The computer reads the story, but students also have the option to read the story themselves. In the text of the books there is the option to select a word and go to a picture dictionary. Students can also click on the book pictures to enlarge them for closer examination. Children can create their own book using the backgrounds and picture elements of the book. They create their own text and can even record their words. The pages can be saved for class viewing. The video option allows students to create a multimedia presentation using the story elements. The Macintosh version can read the created text back to the child, but this option is not available on the PC. The entire installation/information manual is available on the CD in the Read Me file. The teacher's manuals gave good background information about the focus country, as well as tips for reading preparation, vocabulary, follow-up, and integration into another subject area. Trade books and audio tapes are available at additional cost. The reviewers heartily recommend this piece of software for integrating culture into the Language Arts and other subject areas.

Stradiwackius: The Counting Concert

1994

Series: VroomBooks

Subjects

Mathematics, Music, Art



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.2	Engagement	3.4	Technical	4.3	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.3

Publisher

CD-ROM Access

12201 Saratoga-Sunnyvale Road
Saratoga, CA 95070
Telephone: (408) 366-6700
Toll-free: (800) 959-5260
Fax: (408) 366-9066
E-mail: info@cdaccess.com
<http://www.cdaccess.com/>

1 CD-ROM \$19.00

From the interactive VroomBook series, this CD-ROM for preschool through grade 3 is designed to introduce students to reading, spelling, counting, interesting facts, vocabulary, art, and multiculturalism. Three Bookworm Friends guide children through an electronic storybook with more than 40 interactive pages of randomly generated counting, sorting, addition, and music games. Students may click on a word to see it highlighted and hear it pronounced, or click on a picture of an instrument to learn more about it. Additional activities include painting instruments in the instrument coloring book, composing original songs and creating original instruments, or changing the tempo of an existing song. The CD-ROM contains English, Spanish, French, and German language versions of the program, and students may switch languages at any time. (Author) [ENC-005098]

System Requirements

Macintosh: System 6.0.7 or higher; 4 MB RAM; monitor with 256 colors; CD-ROM drive (double-speed recommended)

Windows: 486, Pentium or higher processor; 4 MB free RAM (8 MB recommended); DOS 3.1 or higher; Windows 3.1 or higher; mouse; headphones or speakers; CD-ROM drive with MS-DOS CD-ROM Extensions (ESCDEx) version 2.2 or later

SSRP Evaluators' Comments

This is a fun program designed to introduce numbers to young children by integrating them with a musical format. Children are shown 10 different musical instruments and are given the opportunity to create music by manipulating colors representing the different notes of the scale.

Thinking Like a Scientist: Process Skills and Critical Thinking

1995

Subjects

Science, Mathematics



Instrument Subscale Scores

(1–5 point scale; NA= score not available, NC= score not calculated)

Interaction	2.6	Engagement	2.2	Technical	3.0	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	3.3

Publisher

Educational Activities, Inc.

1937 Grand Avenue
Baldwin, NY 11510
Telephone: (516) 223-4666
Toll-free: (800) 643-3739
Fax: (516) 623-9282
<http://www.edact.com>

1 software package; Order #: DK CDR 20037
\$99.00

Note: Specify CD-ROM or disks when ordering; if ordering disks, specify platform. Contact publisher for additional information on lab packs and site licenses.

Using colorful graphics and animations, this software package helps students use science to make decisions and to think critically. The program contains lessons that guide students through the processes of the scientific method. Each lesson offers a series of interactive laboratory simulations that engage the students in the specific process skills. The concept and skill are defined in context with multiple examples from sports, health, nutrition, botany, and Earth science. Students can test their knowledge with a multiple-choice, point-and-click format, which also allows them to discover and apply the information. Correct responses are rewarded and incorrect responses are branched to a remedial sequence that assists the student in understanding the error. Topics include variables in controlled experiments, qualitative and quantitative experiments, guided calculations, and data tables. Students get experience interpreting graphs and making predictions based on patterns, probability, and sample information. The teacher's guide provides a program overview, management suggestions, and classroom strategies. (Author/LCT) [ENC-006075]

System Requirements

Macintosh: System 6 requires 2 MB RAM; System 7 requires 4 MB; color monitor

Windows: contact publisher for specific requirements

SSRP Evaluators' Comments

The software needs to be updated to current standards, such as incorporating multimedia. Because the tutorial is in text format, students are required to read throughout the program, which hinders low readers. The content is very good and covers a wide range of scientific inquiry. The use of tables, graphs, and diagrams was excellent. Despite its limitations, we would recommend this program to help reinforce teaching scientific processes and data analysis.

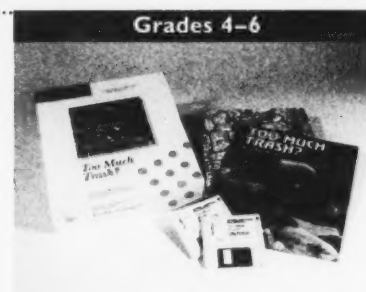
Too Much Trash?

1992

Series: National Geographic Kids Network

Subjects

Mathematics, Language Arts, Social Studies, Science



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	5.0	Engagement	4.6	Technical	3.7	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	5.0

Publisher

National Geographic Society

Orders

Educational Media Division

PO Box 98018

Washington, DC 20090

Toll-free: (800) 368-2728

Fax: (301) 921-1575

http://www.nationalgeographic.com

1 software package: Order # T93080 (Macintosh), #

T92080 (Windows), #T 90080 (Apple II) \$325.00

KidsNet tuition membership: \$80.00

Note: ENC has only the Macintosh kit. Contact publisher for additional ordering information.

System Requirements

For all platforms: telephone line

Apple IIGS: 512 KB RAM and ROM version 1.0 or higher; color monitor; 3.5" and 5.25" disk drive; printer; modem (minimum 1200)

IBM: 640KB RAM (1 MB or higher recommended); DOS 3.3 (5.0 recommended); mouse; color monitor with MCGA graphics; 3.5" disk drive; hard drive or two 3.5" disk drives; printer; modem

Macintosh: 2 MB RAM for System 6.0.5, 6.0.7, or 7.0; 3.5" disk drive; hard drive; printer; modem

Part of the National Geographic Kids Network, this curriculum unit encourages kids to investigate trash production, disposal methods, and strategies for reduction. The Kids Network is a telecommunications-based science curriculum that allows students to collaborate as research scientists by conducting original research and finding their own answers. Using a computer, they record and graph data, display software-generated maps, and send information electronically. Students begin this unit by examining a sample of classroom waste, considering various definitions of trash, and composing their own definitions. They then start an investigation to determine how much trash is produced in their school and community and where it goes after the garbage truck takes it away. Throughout the unit, students keep research journals in which they record hypotheses, observations, and other data. In subsequent activities, students use telecommunication to collaborate with their teammates about trash production and disposal methods. They also take an in-depth look at incinerators and landfills and analyze reduction strategies. The kit includes a user's manual and a teacher's guide, reproducible activity sheets, and a student handbook that encourages the three Rs: recycling, reuse, and reduction. The teacher's guide contains lesson objectives, teaching tips and background information, and materials needed. It also offers homework suggestions and extension activities for the students. Three wall maps and sample library catalog cards are included. (FEB/LCT) [ENC-005233]

SSRP Evaluators' Comments

This is an excellent piece of software that is based on student input. It requires Internet access. Students are able to connect to other classes and share data and input and compare and analyze data results.

A Trip to the Rainforest Deluxe

1995

Subjects

Science, Social Studies, Language Arts

Publisher

Sunburst Communications, Inc.

Orders

101 Castleton Street

PO Box 100

Pleasantville, NY 10570

Telephone: (914) 747-3310

Toll-free: (800) 321-7511

Fax: (914) 747-4109

E-mail: sungeneral@aol.com

<http://www.sunburst.com>

1 single-user software package: Order # 8319GG (Mac) or # 8320GG (Windows) \$89.95

Note: Lab packs and site licenses are available. Contact publisher for details.

Awards

Technology and Learning, Software Award of Excellence

Parents' Choice, Silver Award

System Requirements

Macintosh: 4 MB RAM with 2.5 MB free hard drive space; System 6.07 or better; CD-ROM drive; color monitor

Windows: 386 or better; Windows 3.1 or higher; 4 MB RAM (8 MB recommended); CD-ROM drive; SuperVGA 640 x 480 resolution with 256 colors; sound card



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	2.4	Engagement	3.4	Technical	4.0	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	2.3

The Central American rain forest provides the context for this software package, which gives students the opportunity to discover and explore the rain forest environment. The CD-ROM, developed for grades 4-8, describes the tropical jungles of both Central and South America with pictures and detailed maps, and includes a teacher's guide. The companion computer program, developed for grades 2-10, provides detailed pictures of the rain forest, facts about indigenous animals and plants, and a field guide about species interdependence, symbiosis, survival, and adaptation. The teacher's guide includes teaching suggestions and a series of activities, such as identifying plant pictures, animal pictures, and food chains of the rain forest. It also provides worksheets designed to reinforce scientific concepts, notes and answers for each worksheet, and background information about tropical rain forests and their characteristics. The package offers lists of references and of environmental organizations that are involved in saving rain forests. A tropical rain forest nature book provides color photographs and descriptions of their unique plants and animals, their interdependence, and their importance to the world's ecology. (Author/RA/KSR) [ENC-002569]

SSRP Evaluators' Comments

This software contains an incredible amount of information. It would be excellent to use with an LCD display for whole class instruction. The amount of real videos (on the CD-ROM) and photographs lends to the authenticity and interest of the program. This software is somewhat of a "Rain Forest Encyclopedia." It has literally everything informationally, but offers little opportunity for interaction. We would definitely recommend this software bundle (CD-ROM and disks) for classroom use.

Ultimate Writing & Creativity Center

1997

Subjects

Language Arts, Science, Social Studies

Publisher

The Learning Company (TLC)

Orders

6160 Summit Drive North
Minneapolis, MN 55430-4003
Toll-free: (800) 685-6322 ext. 3788
Fax: (612) 569-1755
http://www.learningco.com

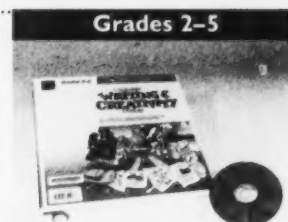
1 CD-ROM (Macintosh Window); Order # 43353-6518 \$69.95

Note: School edition includes teacher/user/student books. Site licensing, network versions, and lab packs are also available.

System Requirements

Macintosh: 68040 33; System 7.0.1 or better; 12 MB RAM (16 MB RAM for PowerPC); 15 MB free hard drive space; double-speed CD-ROM drive; 13" 640 x 480 resolution monitor (256 colors); mouse

Windows: 486 33; 8 MB RAM; 50 MB free hard drive space; DOS 5.0 or higher; Windows 3.1 or higher; double-speed CD-ROM drive; VGA 640 x 480 resolution monitor (256 colors); sound card; speakers; mouse



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.6	Engagement	4.3	Technical	4.3	Skills	2.7
Social Studies	NC	Reading	NA	Writing	4.5	Math/Science	NC

Designed to be both engaging and educational, this CD-ROM guides students in grades 2-5 through all aspects of the writing process. It uses full-color graphics, animation, music, and narration to assist students in the projects. Help is available throughout the program from an animated character named Penny the Pen. There are four components to the program: the Writing Idea Lands, the Word Processor, the Picture Place, and the Presentation Theater. The Writing Idea Lands consists of a rain forest, a desert, a space scene, and an ocean. Students may explore each area to find facts, animation, and project suggestions to spark ideas for a story. The Word Processor uses labeled icons to represent all the basic word processing features, such as file and edit, as well as allowing students to add graphics, sound, and animation to their work. There is also a place for students to collect ideas for future stories. The Picture Place allows students to draw original pictures, or select from various backgrounds and clip art. In the Presentation Theater, students can have their work read back to them by a synthesized voice. Finished products can be printed or saved. The teacher's guide includes set-up and installation instructions, a discussion of the writing process, several lists of resources, and a number of student activities. (Author/KG) [SN-010137]

SSRP Evaluators' Comments

This is an excellent multimedia creative writing package that is heavily integrated in social studies and science. It also includes opportunities for math problem solving and critical thinking. The software alone is comprehensive and the supplemental teacher's guide and student activities enrich the writing program. The software fully explains and demonstrates the writing process, writing skills, audience, and purpose. Included in the software are 1,000 writing ideas and projects for student multimedia presentations, resources, references, and editing tools. Activities are challenging and some second graders may have difficulty choosing a grade-appropriate topic, but many projects could extend beyond fifth grade. Your entire writing curriculum could be based on this exciting, student-friendly package.

Voyage of the Mimi CD-ROM Collection with Explore and Discover

1996

Subjects

Mathematics, Science, Language Arts, Social Studies

Publisher

Sunburst Communications, Inc.

Orders
101 Castleton Street
PO Box 100
Pleasantville, NY 10570
Telephone: (914) 747-3310
Toll-free: (800) 321-7511
Fax: (914) 747-4109
E-mail: sungeneral@aol.com
http://www.sunburst.com/

CD-ROM collection: Order # 6921 (Windows),
#6920 (Mac) \$299.95

System Requirements

Macintosh: 4 MB RAM, hard drive; CD-ROM drive; 256-color monitor (thousands of colors recommended)

Windows: Windows 3.1 or Windows 95; 4 MB RAM, hard drive; CD-ROM drive; 256-color monitor (thousands of colors recommended)

Grades 4-8



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.6	Engagement	4.4	Technical	3.2	Skills	2.7
Social Studies	3.4	Reading	3.6	Writing	4.0	Math/Science	NA

This seven-CD set and teacher's guide tell the story of Captain Granville and his ship, *Mimi*, as he and a scientific research crew study whales off the coast of New England. The set combines the video of the first *Voyage of the Mimi*, the Explore and Discover software, and print materials to present an integrated set of concepts in math, science, social studies, and language arts. By clicking on Episodes, students learn about whales and the principles of navigation, as well as how to read maps and how to use the sun to make fresh water from salt water. Clicking on Expedition opens a documentary-style video of aquariums and museums where students see scientists at work. The section called Behind the Scenes discusses film production and some of the people and equipment involved in it; the Summary section visually summarizes the Episode and Expeditions sections; and Report provides ideas for student reports. The Video Library furnishes video clips pertaining to the Episode and Expeditions sections, and in the Glossary each word is accompanied by a video clip that defines unfamiliar terms from those sections. In the Investigations section, activities challenge students to think and answer questions about events or characters in the video. For one activity, students are presented with a riddle to solve. With help from the video, they must first solve a series of clues, then take the first letter of each clue to spell the answer to the riddle. The teacher's guide contains blackline masters, answers to activity questions in the Investigations section, and vocabulary words related to whaling, marine biology, the oceans, and the weather. (Author/FEB) [ENC-008363]

SSRP Evaluators' Comments

This comprehensive package includes seven CDs that have the full video content of the *Voyage of the Mimi* series. It is meant to act as a supplement to the video package. We are impressed with the activities built into the software that make full use of the video resources. As opposed to the video series, the CD-ROMs allow the learners to selectively view specific segments of the *Mimi* voyage, as well as incorporate video clips into their written projects—either as illustrations or as support for their writing. When used in conjunction with the other materials, this software package would satisfy many of the state and national standards in all subject areas in a highly motivational and well-integrated program.

What's the Secret? Volume 2

1995

3M Learning Software Series: Newton's Apple

Subjects

Mathematics, Social Studies, Language Arts, Science

Distributor

Imation Software

1 Imation Place
Oakdale, MN 55144
Toll-free: (800) 219-9022

1 CD-ROM (Macintosh/Windows) \$29.95

1 teacher's manual \$9.99

Note: Lab packs and volume discounts available.
Contact publisher for details.

Publisher

3M Learning Software

System Requirements

Macintosh: 68030/25 or better; System 7.0; 8 MB RAM; color monitor; double-speed CD-ROM drive

Windows: 486/25 SX or better; 4 MB RAM (8 MB recommended); MS-DOS 5.0; Windows 3.1; color monitor; sound card; speakers; double-speed CD-ROM drive

Grades 3-12



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.8	Engagement	5.0	Technical	4.3	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	4.8

Part of a collection based on the TV series *Newton's Apple*, this CD-ROM opens with a mural that represents four major sections the user may explore: flight, glue, the Arctic, and the brain. Each section contains a series of icons that do different things. Science Try It icons provide an activity including a procedure, predicted outcomes, and the scientific principles that explain the outcome. Newt (an icon representing a young Isaac Newton) offers science trivia about the various topics. Gadget TV presents QuickTime movies about the topic section. For example, movies about spinning, wings, helicopter blades and controls, and torque are featured in the Flight section. Clicking on the Clock icon brings up timelines for the history of the various sections. Another section, the Doctor's Office, provides answers to questions such as what causes people to shiver and how a doctor can fix a broken tooth. (Author/DEB) [ENC-004974]

SSRP Evaluators' Comments

This is a piece of software so rich in content and varied in type of presentation that it would hold students' interest for a long time. It is an excellent integrated math/science program. The help features are extensive. This CD-ROM contains so much material and so many varied activities that there is practically nothing it doesn't cover in one form or another. We thought it was great!

Windows on Science: Earth Science, Volume 1

1994

Series: *Windows on Science*

Subjects

Science, Language Arts, Social Studies

Grades 4-6



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.2	Engagement	4.0	Technical	4.2	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	3.4

Publisher

Optical Data School Media

Suite 100

512 Means St NW

Atlanta, GA 30318

Telephone: (404) 221-4500

Toll-free: (800) 524-2481

Fax: (404) 221-4520

<http://www.opticaldata.com>

1 laserdisc: Order # 313-X \$275.00

1 kit: Order # 227-3 \$545.00

1 complete set (Volumes 1-3): Order # 409-8

\$1,635.00

System Requirements

Laserdisc player and color monitor; barcode reader

This laserdisc kit is part of *Windows on Science*, an elementary science program that combines images and activities to help science come alive for all students. *Windows on Science* consists of 11 volumes organized around four titles: *Primary Science*, *Earth Science*, *Life Science*, and *Physical Science*. This kit, volume one of *Earth Science*, contains six units that introduce students to the major disciplines of Earth science by using the laserdisc to take students on virtual field trips. Examples include a dinosaur expedition to study fossils and geologic time, and trips to Mount St. Helens, Vesuvius, and other sites to witness volcanic activity. Additional topics include plate tectonics and examples of chemical and physical changes caused by wind, water, ice, and gravity. The video lesson guide provides scripted lesson plans, with bar codes and remote control commands to access images on the laserdisc. It also includes reproducible masters of student activity sheets and provides suggestions for hands-on and discussion activities. Icons in the margins provide quick reference points for connections to other subject areas, multicultural perspectives, home and classroom activities, and assessment opportunities (traditional and alternative). An illustrated glossary contains images and definitions for key words and concepts. This resource also includes Spanish language translations for student activity masters, parent letters, and permission forms. Correlations exist between *Windows on Science* and these programs: *AIMS* (Activities to Integrate Math and Science), *FOSS* (Full Option Science System), *GEMS* (Great Explorations in Math and Science), *Insights*, and *SCIS* (Science Curriculum Improvement Study). (Author/LCT) [ENC-006760]

SSRP Evaluators' Comments

This laserdisc is an excellent tool for providing students with exciting visual experiences in the area of Earth science. The limits of this software are set by the person presenting the materials in the classroom. It appears to offer ample opportunities for open-ended projects and integrating the content into other curricular areas. The assessment recommendations are included in the teachers' resource guide, but are not actually part of the software.

Windows on Science: Earth Science, Volume 2

1994

Series: Windows on Science

Subjects

Science, Language Arts, Social Studies,
Mathematics

Grades 4-6



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.2	Engagement	4.2	Technical	4.3	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	3.0

Publisher

Optical Data School Media

Suite 100
512 Means St NW
Atlanta, GA 30318
Telephone: (404) 221-4500
Toll-free: (800) 524-2481
Fax: (404) 221-4520
<http://www.opticaldata.com>

Laserdisc: Order # 314-8 \$275.00

1 kit: Order # 234-6 \$545.00

Complete set (Volumes 1-3): Order #409-8
\$1,635.00

System Requirements

Laserdisc player and color monitor; barcode
reader

This kit, volume two of *Earth Science*, contains six units that cover the topics of air and weather; how weather is created and predicted, and how weather information is communicated. This volume also describes how to use different kinds of maps to navigate the Earth's surface, and provides information on stars, galaxies, the sun, and planets of our solar system. Students are taken on a virtual tour of the universe and planets, including the moons of Mars, Jupiter, Saturn, and Uranus. Through the laserdisc, students safely observe tornadoes and solar eclipses, and they also learn how telescopes and space probes are used to explore space. The teacher's guide provides a self-paced teacher training unit to introduce teachers to the laserdisc, barcode reader, and video lesson guide. The video lesson guide provides scripted lesson plans, with bar codes and remote control commands to access images on the laserdisc. It also includes reproducible masters of student activity sheets and provides suggestions for hands-on and discussion activities. Icons in the margins provide quick reference points for connections to other subject areas, multicultural perspectives, home and classroom activities, and assessment opportunities (traditional and alternative). An illustrated glossary contains images and definitions for key words and concepts. This resource also includes Spanish language translations for student activity masters, parent letters, and permission forms. Correlations exist between *Windows on Science* and these programs: AIMS (Activities to Integrate Math and Science), FOSS (Full Option Science System), GEMS (Great Explorations in Math and Science), *Insights*, and SCIS (Science Curriculum Improvement Study) are available on request. (Author/LCT) [ENC-006772]

SSRP Evaluators' Comments

This series is excellent in providing information and learning opportunities for individual students or entire classes. Overall, this is an impressive package, including the teacher resource guide.

Windows on Science: Earth Science, Volume 3

1994

Series: Windows on Science

Subjects

Science, Language Arts, Social Studies,
Mathematics

Grades 4-6



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	3.0	Engagement	4.4	Technical	4.3	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	3.0

Publisher

Optical Data School Media

Suite 100
512 Means St NW
Atlanta, GA 30318
Telephone: (404) 221-4500
Toll-free: (800) 524-2481
Fax: (404) 221-4520
http: www.opticaldata.com

1 laserdisc Order # 315-6 \$275.00

1 kit Order # 241-9 \$545.00

1 complete set (Volumes 1-3) Order # 409-8
\$1,635.00

System Requirements:

Laserdisc player and color monitor; barcode
reader

Volume three of *Earth Science* contains three units that introduce students to the importance of water. Topics include the storage, motion, movement, and uses of water; the unique features of United States coastlines and currents, tides, and marine life; and the threat pollution poses to our water supply and how it can be treated and prevented. The teacher's guide provides a self-paced teacher training unit to introduce teachers to the laserdisc, barcode reader, and video lesson guide. The video lesson guide provides scripted lesson plans, with bar codes and remote control commands to access images on the laserdisc. It also includes reproducible masters of student activity sheets and provides suggestions for hands-on and discussion activities. Icons in the margins provide quick reference points for connections to other subject areas, multicultural perspectives, home and classroom activities, and assessment opportunities (traditional and alternative). An illustrated glossary contains images and definitions for key words and concepts. This resource also includes Spanish language translations for student activity masters, parent letters, and permission forms. Correlations exist between *Windows on Science* and these programs: *AIMS* (Activities to Integrate Math and Science), *FOSS* (Full Option Science System), *GEMS* (Great Explorations in Math and Science), *Insights*, and *SCIS* (Science Curriculum Improvement Study). (Author/LCT) [ENC-006776]

SSRP Evaluators' Comments

This entire *Earth Science* series is well put together. It provides rich informative graphics in an easy-to-use format. Children could easily use this system by themselves. The opportunities for integration and inquiry/discovery approaches are limitless.

Wood Car Rally

1991

Subjects

Mathematics, Science

Grades 3-8



Instrument Subscale Scores

(1-5 point scale; NA= score not available, NC= score not calculated)

Interaction	4.6	Engagement	4.0	Technical	3.5	Skills	NC
Social Studies	NA	Reading	NA	Writing	NA	Math/Science	5.0

Publisher

The Learning Company

Orders

6160 Summit Drive North
Minneapolis, MN 55430-4003
Telephone: (612) 569-1500
Toll-free: (800) 685-6322, ext. 1788
Fax: (612) 569-1755
<http://www.learningco.com>

1 software package; Order # MS-214 (DOS) \$34.95

System Requirements

Apple II+ / IIe / IIc: 128 KB RAM

DOS: 3.5" or 5.25" floppy drive

This discovery-learning simulation promotes scientific content and processes. Students experiment with five variables: car shape, car weight, car lubrication, ramp length, and ramp angle. The car shape variable permits the student to choose boxy, racy, or Indy. The car weight variable ranges from 3.5 to 8.5 pounds, and the car lubrication permits a choice of either none, oil, or graphite. The ramp length option runs between 2 and 8 feet, and the level can be set at either 10, 15, or 20 degrees. The program contains two major options: Practice Track and Competition Track. The Practice Track allows students to collect, organize, and interpret data to solve a problem. They also gain experience with controlling variables, determining their effect, and designing experiments. The Competition Track actively involves students in problem solving, asking them to investigate and determine how setting car and ramp variables influence the distance a wood car will travel. There are three levels of challenge: easy, medium, and hard. This program also includes a teacher's information section that offers strategies for classroom use of the program, student worksheets, and suggested follow-up activities. (EPIE) [ENC-005251]

SSRP Evaluators' Comments

This is an older piece of software with very basic graphics; however, the students are actually changing variables and experimenting with test runs while given challenges as a car runs down a ramp. The disc keeps track of the students' trials and can print the results so that the data can be analyzed. The teacher is also able to call up student data that can be printed out. Students are given experiences with motion, inertia, friction, etc.

Zurk's Alaskan Trek

1996

Soleil's Whole World Learning Series

Subjects

Science, Mathematics, Language Arts, Social Studies

Grades 1-5



Instrument Subscale Scores

(1-5 point scale; NA= score not available; NC= score not calculated)

Interaction	4.2	Engagement	4.7	Technical	3.7	Skills	NC
Social Studies	NC	Reading	NC	Writing	NC	Math/Science	4.5

Publisher

Soleil Software, Inc.

7853 Grove Court

Palo Alto, CA 94303

Telephone: (650) 494-0114

Toll-free: (800) 501-0110

Fax: (650) 493-6419

CD-ROM (Macintosh/Windows) Order # ZAT-1
\$59.95

Note: Contact publisher for additional package information.

System Requirements

Macintosh: 8 MB RAM, double-speed CD-ROM drive, VGA monitor with 256 colors

Windows: 8 MB RAM, Windows 3.1 or Windows 95, double-speed CD-ROM drive, VGA monitor with 256 colors

This CD-ROM, part of a series that teaches math, science, and language concepts in an exploratory and engaging context, is designed to introduce students to Alaska. Throughout the activities, students learn life science, math, and languages while developing reading, writing, and critical thinking skills. Sample activities include creating scenes with plants and animals to observe animal behavior, predator and prey relationships, and animal and plant adaptations. Students are also given the opportunity to write observations and scripts about animals' behavior and their interactions with plants and other animals. Users can explore the relative weights of Alaskan animals in both metric and English standard units of weight. Working with a field guide, students identify plants and animals and learn how they are used by Native Alaskans. The accompanying teacher's guide includes instructions on how to install and run the program on a PC or Macintosh. Also provided are lists of suggested questions or activities that support each activity in the computer program, as well as extension and home follow-up activities. The guide gives a description of each activity's objectives, pictures of Alaskan animals and plants, and a list of resources. (Author/RA) [ENC-006489]

SSRP Evaluators' Comments

This CD-ROM is an excellent program for integrating all curricular areas. We would suggest that it be introduced during whole-group instruction to facilitate independent use.



Section IV: Review of Evaluated Resources

The software titles on the following pages were reviewed during the two summer workshops held at ENC. They were not selected to be highlighted on the basis of lower overall scores and less favorable comments from the reviewers. For an explanation of the rating system used, refer to the protocol instrument on pages 13-25 of this issue of ENC Focus. Full information is available on the SSRP Web site at <http://www.enc.org/ssrp/>.

Science Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
3D Dinosaur Adventure	1-3	An interesting package. Good reference section and several challenging games focusing on recall.	2.8	2.8	3.5	NC	3.8	NA	NA	NA	2.5
Amoebology: An Adventure into the Human Body	5-6	A disappointment. Difficult to navigate. Information presented in a passive receptive manner. Not recommended for classroom setting.	1.0	1.4	3.0	NC	2.0	NA	NA	NA	1.8
Bio Sci. All Elementary Edition: Videodisc Image Database for Biological Sciences	3-6	Wide range of topics for study. Comprehensive biological program. Effective supplemental teaching tool.	1.8	1.8	3.5	NC	3.5	NA	NA	NA	2.0
Birds and How They Grow	Pre-K-4	Nice photographic presentation about birds. Good for beginning or non readers.	1.4	2.4	4.0	NC	4.0	NA	NA	NA	2.3
Body Systems: How Your Body Parts Work Together	1	Videodisc contains all the first grade topics for the Scholastic Science Place series. Accompanying lessons lack clarity.	1.2	NC	3.2	NC	3.0	NA	NA	NA	2.0
Body Scope	3-8	Very basic program. Wouldn't recommend due to better available programs. Requires good reading skills.	1.2	1.8	2.5	NC	NC	NA	NA	NA	1.8
Bula, Bula	Pre-K-2	Essentially reads a science book to children (has option of reading in Spanish). Would be good with ESL students.	1.4	2.0	4.0	NC	3.0	NA	NA	NA	2.0
Dinosaur Safari	2-5	Primarily a game with limited information provided about animals. Educationally, the tasks are questionable.	2.8	2.0	3.8	NC	3.0	NA	NA	NA	3.0
Dinosauria	K-6	Would not recommend using this program.	1.6	1.2	2.2	NC	3.0	NA	NA	NA	2.3
Dr. Kinnaird's Innerbodyworks: Junior Version	4-6	Excellent teacher and student materials provided with thorough explanation of classroom use. Adapted to large classroom settings.	3.2	3.2	2.8	NC	3.0	NA	NA	NA	2.8
Ecosystems: Island Survivors: a Computer Simulation in Ecology	4-6	We were disappointed due to lack of problem solving, dependencies on mouse skills, non-challenging dilemmas, and lack of choices.	1.6	2.4	2.2	NC	2.0	NA	NA	NA	2.0
Fish: The Electronic Aquarium	4-6	Basically a tool to make a pretty fish tank. Relatively no educational value with this software.	1.0	2.0	2.8	NC	NC	NA	NA	NA	2.8
Evolutionary Virtual Reality Bird	3-12	Outstanding reference resource. Contains 81 "mini-cgi" exhibits that use images, video, animations, and sound.	3.8	3.4	3.8	1.4	NC	NA	NA	NA	3.0
Evolutionary Virtual Reality Cat	3-12	Outstanding reference resource. Contains 90 "mini-cgi" exhibits that use images, video, animations, and sound.	3.8	3.4	3.8	1.4	NC	NA	NA	NA	3.0
At Sea Trip into the Sea	3-8	Could be used as a resource tool. Clarity of the graphics is distorted at times.	1.6	2.0	3.0	NC	2.5	NA	NA	NA	2.0
Gems of Hubble	5-12	Not problem-solving software. It is an electronic book. Must be appropriate for intermediate, middle, and high school students.	1.0	1.8	2.7	NC	3.0	NA	NA	NA	1.8
The Incredible Laboratory	4-6	Purpose of the software content is very unclear. Doesn't align with Ohio Learning Outcomes or the National Standards for Science.	1.4	1.8	3.2	NC	NC	NA	NA	NA	1.5
Inventions to Mention	3-7	Wonderful opportunity to study inventions and innovations. Primarily reference software but students can create their own inventions.	3.4	2.9	3.8	1.7	5.0	NA	NA	NA	1.8
Learn About	K-3	Very outdated piece of software. Poor graphics and limited use of sound. Wouldn't recommend purchasing.	1.0	1.8	2.7	NC	3.0	NA	NA	NA	2.3
The Magic School Bus Explores the Human Body	1-4	Interest would probably be high. Justification for going into can be found on the Sixth Grade Ohio Science Learning Outcomes.	1.4	2.4	3.5	NC	4.7	NA	NA	NA	2.0
The Magic School Bus Explores the Ocean	1-4	Doesn't require the students to "interact" with correct responses on applying information. Buy the video and book instead.	3.8	3.8	2.8	NC	3.8	NA	NA	NA	2.8
The Magic School Bus Explores the Solar System	2-6	Falls short when compared to the texts available. Weakness in value when considering proficiency and cost constraints.	1.8	1.0	3.3	NC	4.0	NA	NA	NA	2.3
Mammals: A Multimedia Encyclopedia	4-12	High-quality encyclopedia resource. can be used to research mammals. Game feature tests students' knowledge about mammals.	4.4	3.6	2.8	3.3	4.8	NA	NA	NA	3.0
Mayo Clinic Family Health Book	7-12	We would recommend use in middle school and high school grades.	1.0	1.0	3.2	NC	2.0	NA	NA	NA	2.0
Mystery Matter	3-8	Simulated test of an unknown using seven different tests. Promising graphics but the problem solving made that worth overlooking.	2.4	3.2	3.2	NC	3.3	NA	NA	NA	3.0

Science Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Odell Down Under	4-12	This program offers some open-endedness in a game format but tends to lack a focus.	3.2	2.4	3.2	NC	4.0	NA	NA	NA	3.5
Our Earth	Pre-K-2	Nice photographs. Hard copies of the four books are included. Basically just books on CD-ROM.	1.6	2.4	3.8	NC	3.0	NA	NA	NA	2.0
Pink Pete's Weather Science Kit	3-8	Very high reading level. Poor format and presentation. Would not recommend for any grade level.	1.2	1.4	2.5	NC	4.0	NA	NA	NA	2.0
The Planetary System	5-12	Electronic book, not problem-solving software. Reading would be difficult for young children.	1.0	1.8	3.0	NC	3.0	NA	NA	NA	1.8
Pull-Pull Goes to the Moon	Pre-K-3	Has received several awards, but a guide is definitely needed. It was difficult to move from some of the screens.	3.0	3.0	3.3	NC	3.0	NA	NA	NA	3.5
Rocks and Soil: How Weather and Other Forces Change the Earth	2	Videodisc contains all the second grade topics for the Scholastic Science Place Series. Weak correlation to the standards.	1.2	1.2	2.8	NC	2.0	NA	NA	NA	2.0
Safely: Scavenger Hunt	Pre-K-1	Dealt primarily with safety in the home. No supplemental materials provided. Assessment limited to positive verbal reinforcement.	2.2	2.0	3.5	2.1	3.5	NA	NA	NA	2.3
Scientists	4-12	Information on this disk could be obtained from an encyclopedia. Money for better software could be spent elsewhere.	1.2	2.2	2.5	NC	3.0	NA	NA	NA	2.0
Volcanic Features of Hawaii and Other Worlds	4-12	Young children may enjoy pictures; text concepts too difficult for K-3. Possible to examine land forms and how they've changed.	1.4	1.8	2.7	NC	3.0	NA	NA	NA	1.8

Section IV: Review of Evaluated Resources Mathematics Software

Becoming Successful Problem Solvers: Going to the Soccer Game, Set 1	4-8	Excellent setting for open-ended collaborative problem solving. Emphasizes four NCTM standards.	3.4	5.0	3.7	NC	5.0	NA	NA	NA	4.0
Bingwa Multicultural Software: 1st & 2nd Grade Module	K-2	Very slow moving piece of software. Has a lot of potential but just doesn't deliver.	1.4	1.6	2.8	NC	1.0	NA	NA	NA	2.0
Bingwa Multicultural Software: Pre-Kindergarten & Kindergarten Module	Pre-K, K	Technology application moves very slowly and may cause the student to lose interest.	1.2	1.6	2.8	NC	1.0	NA	NA	NA	2.0
Bit-Bit's Math Voyage	Pre-K-4	Excellent program for review and practice of basic math skills. Opportunities to use primary skills specified by Ohio Math Model.	1.2	2.2	4.5	NC	4.8	NA	NA	NA	2.0
Building Perspective	4-12	Excellent way to develop students' spatial relationships and problem-solving strategies.	2.2	3.2	3.7	NC	3.8	NA	NA	NA	2.8
Clock Works	1-3	Old piece of software; primitive graphics, but teacher can change all the parameters.	1.2	2.2	3.7	NC	4.5	NA	NA	NA	2.5
Computational Games	4-6	Seems to be somewhat dated (black and white and simplistic) but still effective. Order of operations is covered thoroughly.	2.2	1.8	2.0	NC	2.4	NA	NA	NA	2.3
Continuing with Addition and Subtraction	4-5	If purchased we recommend this for older students. Concept development was minimal and the focus was on drill.	2.0	3.2	3.2	NC	2.8	NA	NA	NA	3.0
Early Math	Pre-K-1	It was a slow moving program. No way to preset parameters for individual students.	1.4	1.8	3.2	NC	1.7	NA	NA	NA	2.0
Fizz & Martina at Blue Falls High	4-6	Good supplemental piece; but this type of cooperative learning may be accomplished by other means than software.	2.8	2.8	2.5	NC	4.0	NA	NA	NA	2.8
Fraction Concepts, Inc.	3-6	Older piece of software with very primitive graphics. Many teacher parameters can be changed easily.	1.4	2.2	3.7	NC	3.5	NA	NA	NA	2.5
Fraction Minicharts	4-6	Can be used effectively for drill and practice and modified by teachers to fit different grade levels.	1.6	1.8	4.0	NC	2.0	NA	NA	NA	2.0
Fraction Practice Unlimited	3-6	Older software with very primitive graphics; moves students through different fraction exercises and keeps records for teacher.	1.4	1.8	3.7	NC	3.5	NA	NA	NA	2.3
Franklin Learns Math	K-1	Presentation of appropriate concepts in a fun format that can be enjoyed and interacted with by the students.	1.8	2.4	4.0	NC	1.9	NA	NA	NA	2.0
Freddie Fish & the Case of the Missing Kelp Seeds	Pre-K-3	Fun and engaging. Will entertain children while offering challenging problems to solve.	4.2	2.8	4.7	NC	4.2	NA	NA	NA	3.8
Get Set to Learn: Sesame Street	Pre-K-1	Very easy to use and has lots of positive reinforcement from the Sesame Street characters. No performance-based assessments.	2.2	1.6	3.5	2.0	3.8	NA	NA	NA	2.3

Mathematics Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Graphers	1-6	Very good graphing tool. More of a tool than a curriculum content software.	NC	2.4	3.3	NC	4.0	NA	NA	NA	4.3
Hands-on Math: Computer-Simulated Manipulations for Exploring Mathematical Concepts	K-8	Basic skill and drill program. Contained minimal activities at each of the grade clusters.	1.8	2.2	2.8	NC	3.0	NA	NA	NA	2.0
Hands-on Math: Learning with Computers and Math Manipulatives	K-4	Use of the guide is essential in making maximum use of this computer program.	2.4	2.0	2.7	NC	2.3	NA	NA	NA	3.0
Hop to It! Fun with Number Lines	K-3	Limited problem-solving and assessment opportunities. Basically a skill and drill program for addition and subtraction.	1.2	1.7	3.8	NC	3.8	NA	NA	NA	2.0
How the West Was Won: Horv's Four: A Mathematics Strategy Game	4-12	Allows exploration for conceptual development of order of operations and would be appropriate for some third and fourth graders.	2.0	2.8	3.5	NC	3.0	NA	NA	NA	3.0
Introduction to Addition and Subtraction	1-3	Drill and practice program. Rather limited in its potential for classroom use. Other programs would be more engaging for students.	1.2	1.2	2.8	NC	3.5	NA	NA	NA	2.8
The King's Rule: Mathematics and Discovery	4-12	Simple and straightforward software dealing with patterns and rules. There is nothing really motivating about it.	1.0	1.8	3.2	NC	5.0	NA	NA	NA	2.0
Math Ace	3, 4	Engaging and seemed to have potential. Conceptual areas covered in the drill and practice questions were quite broad.	1.0	1.6	2.8	NC	3.0	NA	NA	NA	2.0
Math Ace: Grand Prix Edition	3, 4	Highly motivating for students who enjoy arcade-type games. Good review of several math strands. Good for mental math.	2.0	2.4	3.8	NC	4.2	NA	NA	NA	2.0
Math Academy Games	3-5	Drill and practice. Little opportunity for students to answer problems. Not recommended due to few opportunities for education.	1.2	1.0	3.0	NC	3.0	NA	NA	NA	2.0
Math Blast: In Search of Spot	3-5	Drill and practice is the primary focus of this software in a game format.	1.4	1.7	2.8	NC	2.0	NA	NA	NA	2.0
Math by Counts	NA	Basically appropriate for mathematical computation. "drill and kill" while pointing by numbers. Interesting for children.	1.8	2.4	3.6	NC	3.0	NA	NA	NA	2.5
Math Challenges	1-3	Electronic worksheet program takes the student through structured set of problem sheets. Reminiscent of traditional math workbook.	1.4	1.8	3.3	NC	3.0	NA	NA	NA	2.0
Math for Everyday Living	4-9	Uses real-life situations to take students through problems that use basic operations. Teachers can track student progress.	2.8	2.5	2.8	NC	4.8	NA	NA	NA	2.8
Math Games: The World's Craziest Demolition	1-6	Simply skill and drill. Very crude graphics and poor sound capabilities. No opportunities for students to correct their errors.	1.4	1.8	1.5	NC	2.0	NA	NA	NA	1.5
Math Word Problems	2-4	Would be better if the word problems were read aloud. Good story problem reinforcement for proficient readers.	1.8	2.4	2.8	NC	1.0	NA	NA	NA	2.5
Max & Matt: A Board Game for Practicing the Four Arithmetic Operations	1-8	Drill and practice of mathematics operations. Teacher has some freedom in selecting or focusing the drill.	1.4	2.0	4.0	NC	4.0	NA	NA	NA	2.0
Mighty Math: Carnival Countdown	K-2	Five different categories with many levels in each category. Easy to use and would fit easily into primary math curriculum.	3.8	3.4	4.3	NC	3.4	NA	NA	NA	3.3
Mighty Math: Number Heroes	2-5	Basically a skill and drill program. It does adjust itself to the level of the student.	1.8	2.1	4.0	NC	3.3	NA	NA	NA	2.5
Mulling's Math House	Pre-K-1	Fun and engaging piece of software for primary students. Many options are provided for student choice. Basically a readiness tool.	2.2	2.6	4.7	NC	4.3	NA	NA	NA	3.0
NEL Math	NA	Better purchase for parents. "Fun" game, not inquiry-based learning. Basic skill questions based on student's prior knowledge.	2.0	2.8	3.7	NC	3.6	NA	NA	NA	1.8
Number Connections	K-3	Would not recommend for purchase for classroom use. We feel that it would be a waste of time.	1.0	1.7	1.8	NC	2.0	NA	NA	NA	2.3
Number Matchers	3-8	Effective for enrichment in the curriculum and easily adapted by teacher to address needs for a variety of grade levels.	1.2	1.8	4.0	NC	3.3	NA	NA	NA	2.0
Outnumbered: A Super Solvers Math Adventure	2-4	Engaging drill and practice software program. Students examine charts and graphs to solve wacky word problems.	2.0	1.6	3.2	NC	3.4	NA	NA	NA	2.3
The Pond: Strategies in Problem Solving	2-6	Several opportunities to experiment with various patterns. Feedback is somewhat limited.	1.8	2.0	3.3	NC	3.0	NA	NA	NA	2.5
Pull-Pull Joins the Parade	Pre-K-3	Has received several awards, but a guide is definitely needed. Difficult to move from some of the screens.	2.0	1.8	2.8	NC	1.5	NA	NA	NA	2.0
Quadrinomies	5-12	Challenging for some students. May be appropriate for a gifted program.	1.8	2.0	3.2	NC	2.5	NA	NA	NA	2.0
Safari Search	4-8	Deals more with problem-solving techniques rather than content-specific information.	1.8	2.8	2.7	NC	3.0	NA	NA	NA	2.5
Shape Up!	2-4	Claims to meet many NCTM standards, but it's only through activities in manual, not software. Drawing tool only, not teaching.	1.4	1.4	3.2	NC	3.0	NA	NA	NA	2.5

Mathematics Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Tabletop Jr.	K-6	Highly recommended for sorting, classification, and graphing. Very good class activities.	3.4	2.6	3.2	NC	3.8	NA	NA	NA	3.8
Treasure Galaxy!	1-3	Skill and drill program. Poorly aligned with the math standards, but enhanced with the resource guide.	1.2	2.2	3.3	NC	1.6	NA	NA	NA	2.0
Treasure Mathstorm!	1-3	Recommend for home use to reinforce math concepts. In the classroom a lot of time would be spent on a limited math reinforcement.	1.2	2.0	3.3	NC	2.3	NA	NA	NA	2.0
Troogle Trouble Math	3, 4	More of a game than a learning tool. Not intuitive.	1.2	1.6	3.0	NC	3.0	NA	NA	NA	2.5
Unlocking Whole Numbers: Volume 2	3-5	Students should be introduced to the operations with concrete manipulatives before using this program.	3.0	2.8	3.7	NC	3.6	NA	NA	NA	3.3
What Do You Do with a Broken Calculator	3-12	Provides opportunities for students to use mental math strategies to solve problems. Extremely challenging.	2.8	2.2	2.8	NC	4.0	NA	NA	NA	3.0

Section IV: Review of Evaluated Resources

Language Arts Software

123 Sequence Me	K-2	Provides practice in sequencing pictures and words. Many activities and worksheets in supplemental package.	2.4	1.6	2.5	2.4	3.0	NA	NC	NA	NA
Acc Detective	4, 5	Fairly rote program. Some scenarios did not reflect real-life situations. More of a game; weak in educational standards.	1.6	1.6	2.8	1.7	1.0	NA	1.8	1.5	NA
Acc Explorer	3-5	A difficult-to-use program. We found it very frustrating. Not recommended.	1.4	1.3	3.2	2.1	3.0	NA	1.8	NA	NA
Acc Publisher	3-8	Primarily for learning editing skills. A lot of drill and practice using capital letters, punctuation, spelling, and grammar usage.	4.0	3.6	3.8	3.4	3.7	NA	NA	2.1	NA
Acc Reporter	3-5	Emphasizes reading comprehension skills through newspapers and TV studios. Added features make it valuable for remedial teacher.	1.8	1.6	3.5	2.4	3.0	NA	2.6	NA	NA
Adventures in Fern Hollow	2-4	Engaging graphics in a story format with words that are read to the user. Purpose not well-defined; limited supplemental material.	2.0	2.1	3.2	1.6	2.1	NA	2.6	2.8	NA
The Adventures of Huckleberry Finn	4-8	Reads classic literature to students. Features Twain biography and commentary but seems more suitable for adult audience.	2.4	2.3	3.3	1.7	3.0	NA	2.2	1.8	NA
The Adventures of Peter Rabbit and Benjamin Bunny	K-2	Reads the classic story of <i>Peter Rabbit</i> and <i>Benjamin Bunny</i> in authentic dialect. Good resource to introduce classic literature.	1.5	1.2	3.2	1.4	2.3	NA	1.8	NA	NA
Adventures of Sinbad, Aladdin, and Ali Baba	4-8	Authoring tools let students create their own story using items from software. Teacher guides, information packet are on screen.	2.4	2.3	3.3	1.0	3.0	NA	1.6	1.5	NA
Alice in Wonderland	2-5	Easily adaptable to readers and can "read" orally to the learners. Comprehension questions are used throughout chapters of story.	2.0	2.7	3.7	2.3	3.0	NA	3.0	2.0	NA
Alphabet Express	Pre-K, K	For the beginning reader who is learning the letters of the alphabet. Many game-type activities offer opportunities for practice.	2.0	1.4	3.3	2.4	3.0	NA	2.2	NA	NA
The Alphabet Zoo	K	The Alphabet Zoo has little value in the classroom.	1.4	2.0	3.0	1.3	NC	NA	1.4	NA	NA
Alphabet Farm	Pre-K, K	High-interest piece focusing on learning the letters of the alphabet. One strength was its farm science and social studies concepts.	2.6	2.1	3.2	1.7	3.1	NA	3.0	NA	NA
The Amazing Writing Machine	3-5	Excellent "word processor" with fun graphics available for young students. Will inspire them to write and illustrate their products.	3.6	3.0	3.2	1.6	4.1	NA	NA	2.5	NA
At Bat	3-5	Little educational value to this program other than trivia and fun games about baseball. Reading portion is in comic book form.	1.6	2.1	2.5	1.6	3.0	NA	1.0	NA	NA
Big Anthony's Mixed-Up Magic	K-4	Exciting, humorous way to read <i>Strega Nona Meets Her Match</i> . Memory and problem-solving games occur in different settings.	1.6	1.6	4.0	2.7	3.3	NA	2.6	NA	NA
Black Beauty	4-8	Reads classic literature to students. A "notebook" page lets students type in and keep their own notes or vocabulary words.	2.4	2.2	3.3	1.7	3.0	NA	2.2	1.8	NA
Building Reading Comprehension	4-12	A comprehensive collection of literature. A diagnostic tool starting at intermediate level.	2.0	1.9	3.2	4.0	3.5	NA	2.0	NC	NA
Camp Frog Hollow	K-3	Describes colorful scenario about going to camp. Teacher's guide has multidisciplinary activities to incorporate into the classroom.	2.4	2.7	4.2	3.1	3.6	NA	2.8	2.1	NA

Language Arts Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Children's Treasury of Stories, Nursery Rhymes, and Songs	K-2	Aligned with many Ohio and national standards. Used a helpful model for students to create their own story from a familiar song.	3.6	3.3	3.5	2.0	3.4	NA	3.6	3.0	NA
Children's Treasury II: Rhymes, Poems, and Stories	2-4	Lends itself to individual use and self-monitoring. After reading material, students are able to publish their own work.	3.0	3.1	3.5	2.0	3.4	NA	3.6	3.0	NA
At Home on Canal	4-8	Reads classic literature to student. Supplementary folder has excellent open-ended questions encouraging writing.	2.4	2.1	3.3	1.0	3.0	NA	2.2	1.8	NA
Color: Shapes & Size	Pre-K, K	Three animated stories tell about the adventures of Piffle and his bird friends. There are six activities related to color and shapes.	2.2	1.7	3.2	1.0	3.0	NA	2.8	NA	NA
COLE: Reading and Vocabulary Development Program Unit 1	K, 1	Will need 35-45 minutes to complete entire lesson. Some activities per lesson tutor student to spell, read, say, and write key words.	2.8	2.0	3.7	3.0	3.4	NA	3.2	NA	NA
COLE: Reading and Vocabulary Development Program Unit 2	1, 2	Will need 35-45 minutes to complete entire lesson. Some activities per lesson tutor student to spell, read, say, and write key words.	2.8	2.0	3.7	3.0	3.4	NA	3.2	NA	NA
COLE: Reading and Vocabulary Development Program Unit 3	2, 3	Will need 35-45 minutes to complete entire lesson. Some activities per lesson tutor student to spell, read, say, and write key words.	2.8	2.0	3.7	3.0	3.4	NA	3.2	NA	NA
COLE: Reading and Vocabulary Development Program Unit 4	3, 4	Will need 35-45 minutes to complete entire lesson. Some activities per lesson tutor student to spell, read, say, and write key words.	2.8	2.0	3.7	3.0	3.4	NA	3.2	NA	NA
COLE: Reading and Vocabulary Development Program Unit 5	4, 5	Will need 35-45 minutes to complete entire lesson. Some activities per lesson tutor student to spell, read, say, and write key words.	2.8	2.0	3.7	3.0	3.4	NA	3.2	NA	NA
Comestrong	5-8	Skill and drill, focuses on capitalization, punctuation, idiom, and spelling. Should not be purchased for a one-computer classroom.	2.0	1.4	3.5	3.0	3.0	NA	NA	NA	NA
Curious George Learns the Alphabet	K, 1	Practices alphabet recognition. Students hear book with graphics, play learning letter game, and create their own alphabet books.	1.4	1.6	2.0	1.0	3.2	NA	1.4	1.4	NA
Devere's Reader Rabbit 1	2-4	Very limited in reading language arts applications. Its claim of building reading, writing, and thinking skills is exaggerated.	2.0	1.1	3.2	2.4	3.0	NA	2.8	1.7	NA
Developing Reading Comprehension	2-6	Develops reading comprehension through short selections and multiple choice answers. Does not allow for open-ended answers.	3.2	1.7	2.8	3.0	3.7	NA	2.4	NA	NA
Descriptive, Cloze and Writing Practice Activities Set 1	2-4	Someone who is looking for descriptive reading assessment would find this software useful.	2.8	2.0	3.7	3.0	4.7	NA	3.4	NA	NA
Descriptive Reading I	1-5	An excellent diagnostic tool. It gives specific areas of reading: inference, details, main idea, vocabulary, and sequence.	2.8	2.7	3.2	2.0	3.8	NA	4.0	NA	NA
Descriptive Reading II	3-8	Emphasizes details, inferences, main idea, vocabulary, sequence, and fact or opinion.	2.8	2.6	3.0	3.0	3.8	NA	4.0	NA	NA
Devere's Animated Storybook: The Lion King	1-3	This software is a read-aloud storybook. No national or state standards are met. Games aren't related to any skill area.	1.0	1.2	3.3	1.0	NA	NA	1.4	NA	NA
Easy Book	K-8	Fun authoring program that is easy to use for early elementary students. A unique feature is the Internet connection for publishing.	3.8	3.7	3.7	2.0	3.8	NA	NA	2.8	NA
Easyway Fairy Tales	2-4	Students are able to publish their own work enhanced by clip art options. Comprehension questions provide immediate feedback.	2.8	2.0	3.3	2.0	3.4	NA	3.8	2.8	NA
First Grade Interactive Learning Center	K, 1	Skill and drill, dot-to-dot, and concentration game. Graphics are poor and the content is boring.	1.2	1.3	2.8	1.0	NA	NA	1.0	NA	NA
His First "R"	K-2	Basically just worksheets on the computer. Boring and difficult to work with. Instructional value of this piece is nonexistent.	1.0	1.0	1.5	1.0	1.5	NA	1.2	NA	NA
Little Prince Dream Doll House: Where Dreams Come to Life	Pre-K, K	We feel that the program is gender biased. We feel this kind of appropriate for home entertainment use.	1.8	1.4	2.7	1.0	NA	NA	NA	NA	NA
Load the Bad Guy	1-3	Provides entertaining story to read and/or listen to. Summary and guide included rich collection of activities for classroom use.	2.2	2.0	3.8	1.7	3.4	NA	1.6	NA	NA
Franklin's Reading World	K-2	A strong emphasis on beginning sounds, words in sentence context, and memory skills. It is suitable for K-2 levels.	2.8	2.4	3.8	2.6	4.0	NA	2.0	NA	NA
Fun Around the House: Early Learning Tool	1, 2	Lack of equal representation of cultural or religious diversity. Some activities educationally sound, but many had little benefit.	2.0	2.0	2.8	1.6	3.0	NA	2.2	NA	NA
Grammar Book	1-3	This software is skill and drill appropriate for grades 1-3.	2.0	1.0	3.5	2.7	1.0	NA	2.2	NA	NA
Grandpa Mouse Presents: Baba Yaga and the Magic Geese	K, 1	The hard copy has different text than the software disc. Uses Americanized pictures for Russian story.	1.8	1.1	3.0	1.0	1.8	NA	2.4	NA	NA
Grandpa Mouse Presents: Ino and the King	K, 1	The hard copy has different text than the software disc. Uses Americanized pictures for East African story.	1.8	1.1	3.0	1.0	1.8	NA	2.4	NA	NA
Grandpa Mouse Presents: The Little Samurai	K, 1	The hard copy has different text than the software disc. Uses Americanized pictures for Japanese story.	1.8	1.1	3.0	1.0	1.8	NA	2.8	NA	NA

Language Arts Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
The Greatest Children's Stories Ever Told	1-4	Graphics are pleasing and appropriate. We suggest printing supplemental materials embedded in software for easy reference.	2.8	2.7	3.3	3.4	3.5	NA	3.8	3.0	NA
Hansel & Gretel	1-3	Provides an entertaining story for students to read and/or listen to. Options for hiding key words, writing, and voice recording.	2.2	2.1	3.8	1.3	3.4	NA	1.6	NA	NA
Hansel	4-8	Reads classic literature to the student. Features a two-page biography of the author and a slide show of Switzerland's Alps.	2.4	2.1	3.3	1.7	3.0	NA	2.2	1.8	NA
Hansel & the Witch	1-3	The story takes on interesting and unexpected twists and turns for those students who are familiar with the traditional story.	2.2	2.1	3.8	1.3	3.4	NA	1.6	NA	NA
Hunt the Wren Spell Adventure	3-6	Not recommended because of the lack of alignment with the national and state of Ohio Language Arts Standards.	1.6	1.1	3.2	1.9	3.0	NA	1.2	NA	NA
Interactive Reading Journeys 2	K-2	Addresses letter patterns, letter-sounds, contextual clues and building words. Manual contains good classroom extension activities.	3.4	1.5	3.2	2.4	3.5	NA	2.2	NA	NA
Illustrating Beasts of the Wild	1-3	Entertaining story should be engaging for most children through second grade. Rich collection of activities for classroom use.	2.2	2.1	3.8	1.3	3.4	NA	1.6	NA	NA
Keweenaw Interactive Learning Center	K	Material does not match national or state standards. Content is boring and supplemental materials don't correlate with software.	1.2	1.1	3.0	1.1	2.0	NA	1.0	NA	NA
Language Arts	1-12	Everything in this program could be duplicated using drill and practice worksheets.	1.2	1.4	1.7	1.9	3.0	NA	NA	1.0	NA
Learning Books - Framework Volume I	K-3	Activities limited to clicking on "hot spots" for additional information.	1.8	1.6	4.0	1.1	4.0	NA	1.6	NA	NA
Learning Books - Framework Volume II	K-3	Feature titles: "Arthur's Birthday," "The Berenstain Bears Get in a Fight," "Harry and the Haunted House," "Little Monster at School."	1.8	1.6	4.0	1.1	4.0	NA	1.6	NA	NA
Learning Books - "Green Eggs and Ham"	K-2	A read-aloud with activities limited to clicking on "hot spots" for additional information. A motivational listening tool.	1.8	1.6	4.0	1.1	4.0	NA	1.6	NA	NA
Master Letter Factory	Pre-K, K	Although slow, the program would be engaging for a beginning reader who is in need of very introductory skill review practice.	2.0	1.4	2.8	1.4	3.5	NA	2.2	NA	NA
Master League Reading	3-6	Limited classroom use. Games don't correlate to reading skills. Boring, lengthy spelling, vocabulary, and reading components.	1.4	1.5	2.5	2.6	3.0	NA	1.8	NA	NA
Midnight Rescue: A Super Solver Reading Adventure	4-6	The obvious game format with little attention to skill development makes it difficult to recommend the purchase of this program.	1.4	1.3	4.0	1.3	3.0	NA	1.8	NA	NA
Mind Castle: The Spell of the Word Wizard	3-12	Good for finding meaning of word in context, but words are selected randomly and are challenging. On screen directions needed.	1.4	1.1	2.3	2.0	3.0	NA	2.0	NA	NA
Mix and Match Rhymes	Pre-K-1	Used for early readiness with nursery rhymes. We do not believe this software will help kids master basic reading skills.	1.6	1.1	3.0	1.3	3.0	NA	2.2	NA	NA
Multicultural Tales	3-5	While the program incorporated music, poetry, and stories in an engaging way, the graphics were blurred at times.	3.4	3.1	3.3	2.0	3.3	NA	3.2	2.0	NA
Multisound Word Challenge	3-4	Drill and practice, game format is a distraction. Strategies to learn spelling are limited. Not recommended for classroom use.	1.4	1.1	2.7	2.0	NC	NA	NA	NA	NA
Myths of Ancient Greece	4-8	Ten Greek myths are illustrated in the genre of a comic book. Comprehension questions are interspersed throughout.	2.6	2.1	4.0	1.9	3.5	NA	2.6	2.8	NA
Paint, Write & Play	K-3	Children can be creative as they compose stories and illustrate them. Recommended for beginning readers and writers.	3.6	1.7	3.7	2.1	3.8	NA	2.8	2.8	NA
The Parts of Speech	8-12	Drills older students on parts of speech. Not recommended for elementary users.	1.4	1.3	2.3	2.0	2.5	NA	NA	1.0	NA
Phonics Interactive Learning Center	K-1	Skill and drill. Graphics are poor and the content is boring. Supplemental materials do not correlate with the software.	1.2	1.1	3.0	1.1	NC	NA	1.0	NA	NA
Pink Pete's Talking ABC's	Pre-K, K	For letter recognition and beginning consonant skill and drill. Directions were unclear, no supplemental materials.	1.4	1.4	2.5	1.9	3.5	NA	1.4	NA	NA
Playwrite: The Talking Puppets	K-2	Gives practice in writing plays; doesn't extend past basic concepts. No spell check or feedback for students to correct their writing.	2.4	3.1	3.3	2.6	3.6	NA	2.6	3.0	NA
Preschool Interactive Learning Center	Pre-K, K	Skill and drill, dot-to-dot, and letter recognition. Poor graphics and boring content. No standards correlation.	1.2	1.3	3.0	1.1	2.0	NA	1.0	NA	NA
The Prince and the Pauper	4-8	Features a summary, background analysis, and commentary that is really informational but more suitable for an adult audience.	2.4	2.1	3.3	1.7	3.0	NA	2.2	1.8	NA
Read for Meaning	3-6	Presents information in a very rote and dull manner. Does not elicit authentic responses to the genres.	2.8	2.9	3.2	3.9	3.4	NA	3.2	NA	NA
Read to Imagine	3-6	Concepts could be taught in a more innovative way, incorporating multimedia tasks that challenge students to be creative.	2.8	2.9	3.2	3.9	3.4	NA	3.2	NA	NA

Language Arts Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Read to Think	3-6	Presents information in a very rote and dull manner. Does not elicit authentic responses to the genres.	2.8	2.9	3.2	3.9	3.4	NA	3.2	NA	NA
Reader Rating: Deluxe	Pre-K-K	Eye-catching graphics and sounds. Masters and activities given in teacher manual for evaluation of take-home assignments.	2.4	2.4	4.0	4.0	4.4	NA	4.2	NA	NA
Reader Rating 2	2-3	Engaging and playful program. Develops ability to sound out and build words, and then to process those words as units of meaning.	2.8	2.0	4.2	3.7	3.8	NA	3.8	NA	NA
Reader Rating: Interactive Reading Journey	Pre-K-K	Children will enjoy it. Addresses letter recognition, letter-sound association, sight-word development, and building words.	2.0	1.4	3.5	1.6	4.0	NA	2.0	NA	NA
Reader Rating's Reading Development Library	K-2	Higher level thinking skills can't be found. Flashy graphics, but the quality of the literature in the classic fairy tales is lost.	1.8	2.1	3.3	2.0	2.3	NA	1.8	NA	NA
Reading All Around You	3-6	Presented information in rote and dull manner. Drill and practice for basic skills that meet some of the national and state standards.	2.8	2.9	3.2	3.0	3.4	NA	3.2	NA	NA
Reading Blaster 2000	NA	Designed to review phonics, word building, and reading comprehension through four different game formats. No teacher manual.	2.2	1.1	3.0	2.0	2.5	NA	1.4	NA	NA
Reading Galaxy: Featuring the Alien Tales	4-8	Excellent job of addressing reading comprehension through notable pieces of children's literature. Comprehensive teacher's guide.	3.2	3.3	3.7	2.7	3.4	NA	3.4	NA	NA
Reading Who's Reading You? Something Phonics Something New!	1-4	An excellent piece of software for beginning readers and learning disabled students. Helpful and friendly teacher's manual.	2.8	1.4	3.8	4.3	4.0	NA	3.0	NA	NA
Reading Street: Letters	Pre-K-K	Uses familiar characters to explore letter and sound identification, shapes, and rhyming. No assessments provided.	2.4	1.0	3.5	2.0	3.4	NA	2.8	NA	NA
Shane & His Alphabet Workshop	Pre-K, K	Basic skill and drill program, targeting alphabet matching, letter recognition, and letter-sound association.	1.2	1.1	3.5	2.7	1.5	NA	1.8	NA	NA
Something on the Farm	K-3	Tells a story orally. Writing element includes picture cues for creating text. Functions include recording your own version of story.	3.2	3.7	3.3	2.1	3.6	NA	3.2	2.0	NA
Speech Writer Coach	3-6	No real help in leading children to produce a carefully planned document. Overall, I was very disappointed in this piece.	2.2	2.4	2.7	2.3	3.3	NA	NA	2.4	NA
Spellation Plus	1-3	Game format is a distraction and the strategies to learn spelling are limited. Not recommended for classroom use.	1.6	1.3	3.5	2.7	NC	NA	NA	NA	NA
Stanley's Sticker Stories	K-2	Good introduction to beginning writing skills. It allows for math stories as well as language.	1.8	2.7	4.3	2.1	3.5	NA	NA	1.8	NA
Stick Figure Reading Fun Park	Pre-K-K	Fun program that children will enjoy. Multiple levels and skill tasks. Scores could be printed for review.	2.0	1.3	3.7	2.3	2.5	NA	2.0	NA	NA
Story Artist Kit	1-12	Publishing program that incorporates text, graphics, and manipulation of published piece.	2.2	2.0	3.2	2.3	3.5	NA	NA	2.3	NA
Storybook Theatre Bundle	1-4	Highly interactive program in which students manipulate graphic objects in the context of the stories and scenes in a play.	2.0	2.6	3.7	2.1	3.1	NA	2.0	2.5	NA
Storybook Weaver Deluxe	K-8	Excellent program to integrate written and spoken language with graphical aids. Products can be saved for Web documents.	4.6	4.4	4.0	1.9	3.5	NA	NA	4.0	NA
Tales from Long Ago and Far Away I	3-5	This program would lend itself to individual use and self monitoring with little teacher assistance.	2.6	2.6	3.2	2.3	3.4	NA	3.2	2.0	NA
Tales from Long Ago and Far Away II	3-5	This program would lend itself to individual use and self monitoring with little teacher assistance.	2.6	2.6	3.2	2.3	3.4	NA	3.2	2.0	NA
Talking Alphabet	Pre-K, K	Strictly letter recognition. There is a limited coloring book. A fun program for preschoolers, but it has no reading instruction.	1.4	1.1	3.2	1.7	2.0	NA	1.0	NA	NA
That's a Fact Jack!	4-7	Highly motivational and valuable addition to literature-based program. Includes literal, inferential, and hypothetical questioning.	1.8	1.6	3.8	2.7	3.2	NA	2.6	NA	NA
Tricer Tales	1, 2	A series of stories with limited vocabulary and phonetic activities. It does not align with national or state standards.	1.0	1.0	2.8	1.4	2.0	NA	1.4	NA	NA
Treasure Island	4-8	Graphics are somewhat primitive. The book can be "read" in an unabridged version or an abridged comic book version.	2.4	2.5	3.3	1.7	3.0	NA	2.2	1.8	NA
Trolls, Dragons, and English Mechanics	2-12	Good practice of English mechanics, including capitalization, punctuation, parts of speech, spelling, and figurative language.	1.6	1.1	2.8	2.7	3.0	NA	2.8	NA	NA
Type to Learn: A New Approach to Keyboarding	2-12	Designed to teach keyboarding skills in a drill and practice format. Built-in teacher record-keeping is detailed.	1.0	1.0	3.3	3.0	NC	NA	NA	1.0	NA
The Velveteen Rabbit	2-4	Literal and inferential comprehension questions are embedded in the stories. We feel this would not be engaging for young students.	2.2	2.0	2.3	2.4	2.8	NA	3.2	2.8	NA
Wiggle Works: Scholastic Beginning Literacy System: Stage A and B	K-2	The entire curriculum package should be purchased if you are interested in a developmentally appropriate reading program.	3.6	3.4	4.5	2.0	3.6	NA	2.8	2.9	NA

Language Arts Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Word City	2-9	Students answer questions about reading passages and spell words to go around a track. Pace detracted from overall goals of program.	2.6	1.3	2.7	1.7	3.3	NA	1.0	NA	NA
Word Munchers	1-5	Good drill and practice game to recognize and identify vowel sounds. Teachers can easily change the difficulty level.	1.2	1.1	3.5	3.1	3.0	NA	1.2	NA	NA
Word Munchers Deluxe	1-5	In sentence completion section, word choices didn't always make sense. Teacher's manual has limited classroom extension activities.	1.8	1.1	3.0	2.0	2.5	NA	NA	NA	NA
Word Play Teacher Resource	NA	Designed to allow teachers to make worksheets to use with word lists.	NC	NC	NC	NC	NC	NA	NC	NC	NA
Wordplay	3-5	Enhances reading comprehension through drill and practice. Some difficulty occurred when installing.	2.0	1.7	2.5	2.7	3.0	NA	3.0	NA	NA
Wordplay: Expert Reading	5-7	Good tutorial to enhance inferential reading comprehension, predict story endings, analyze reading, and increase vocabulary.	2.4	1.4	3.3	3.0	3.5	NA	3.2	NA	NA
Wordplay: Reading and Understanding	4-6	Appropriate to use with a student having difficulty with reading comprehension.	2.4	1.4	3.3	3.0	3.5	NA	3.2	NA	NA
Wordplay: Reading Comprehension	3-5	Good tutorial for increasing inferential comprehension, predicting story endings, analyzing reading, and improving vocabulary.	2.4	1.4	3.3	3.0	3.5	NA	3.2	NA	NA
Words Around Me	Pre-K-12	For special needs learners and young students. Format is slow, no opportunity for higher ability students to move quicker.	1.8	1.3	3.5	2.7	3.7	NA	1.8	NA	NA
WordStuff	K-2	Excellent resource to use with second language classes. Animated graphics are engaging and would be of high interest.	3.0	3.0	3.0	2.9	3.6	NA	3.6	2.3	NA
Young Critics	Pre-K-1	This software is outdated and extremely difficult to install. It met no national or state standards.	1.0	1.1	1.3	1.3	NC	NA	1.2	NA	NA

Section IV: Review of Evaluated Resources

Social Studies Software

3D Atlas 97 (Reference CD-ROM - Comments only)	4-6	Excellent CD-ROM to have in a classroom that needs a resource for researching the countries of the world.	NC	NC	NC	NC	NC	NC	NA	NA	NA
America Rock	3-6	Emphasis was on the "game playing" and not on the educational content being addressed.	3.2	3.0	3.2	3.3	3.7	2.7	NA	NA	NA
Ancient Civilizations	4-9	Slow-moving in its engagement of the learner. Weak with regard to the level of challenge for the student.	2.2	1.9	2.8	1.6	3.4	2.1	NA	NA	NA
Castle Explorer	4-6	Very entertaining! Problem-solving skills needed to solve the mysteries could make it a worthwhile addition to your software library.	2.2	2.6	3.3	2.0	3.3	1.6	NA	NA	NA
Children's Atlas of the United States	2-7	Good reference for state identification, statistics, major cities, and famous people. Games set by teacher for different difficulty levels.	1.4	2.1	2.8	2.4	3.0	1.3	NA	NA	NA
Children's World Atlas	3-6	Reference software. Good library resource but would not be efficient for classroom use.	2.2	1.4	3.0	1.0	3.3	1.6	NA	NA	NA
The Chronicle	4-12	Basically a timeline-maker. Might be better utilized in junior and senior high school—if at all. Not recommended for K-4!	2.6	4.1	2.7	2.3	4.0	1.1	NA	NA	NA
Chronicle of the 20th Century	4-12	High quality for research and information retrieval. Engages learners as they explore areas of interest.	4.8	3.6	2.8	1.7	4.9	3.4	NA	NA	NA
Dinosaurs Across America	3-5	Basic information retrieval reference source. Aligns moderately with state and national standards in the area of geography.	2.6	2.0	4.3	1.7	4.0	1.1	NA	NA	NA
Fortress of Louisbourg (Reference CD - Comments only)	4-6	Can be used as a reference resource detailing the history of the Fortress of Louisbourg. Rich in photos and video clips.	NC	5.7	NC	NC	NC	NC	NA	NA	NA
History of the World	4-12	High quality for research and information retrieval. Spotlights the most important issues and events of world history.	4.8	3.6	2.7	1.9	4.8	3.3	NA	NA	NA
If Your Name Was Changed at Ellis Island	4-8	Vast array of information about immigration to the United States. Included videos add valuable depth and make it a good resource.	2.8	2.1	3.5	1.6	4.0	2.9	NA	NA	NA
Kid's Atlas	3-6	A simple database of information. It is not recommended for purchase.	1.0	1.0	2.3	1.6	1.0	1.0	NA	NA	NA
Learning About Geography: Maps and Globes	4-6	Antiquated piece of DOS software. Focus is on drill and practice. The graphics are old and hard to use.	1.6	1.3	1.8	1.3	1.0	1.0	NA	NA	NA

Social Studies Software Evaluated in the SchoolNet Software Review Project

Title	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Lessons in American History	10-12	Old DOS program. Graphics are archaic and hard to navigate through. Not good for a child who is already not feeling successful.	4.0	3.1	4.8	3.0	3.0	NA	NA	NA	NA
Mindscape U.S. Atlas and Almanac	3-12	Great classroom reference for maps and data about states. Many kinds of maps: satellite, index, contour, topographic, relief.	4.8	3.0	3.0	3.0	3.0	NA	NA	NA	NA
My First Amazing World Explorer	K-3	Excellent source of information about geographical features. Good introduction to map and atlas skills.	3.0	3.1	3.0	2.0	4.8	3.0	NA	NA	NA
National Inquirer: The U.S. Geography Scavenger Hunt for Your Entire Class!	4-12	Two strong components are the collection of learning objectives and ease in using the excellent layout of a graphics.	3.0	2.0	4.2	3.0	3.0	NA	NA	NA	NA
Nile Passage to Egypt	4-7	Resources are extremely well integrated into the program and include a wealth of information from interactive and interactive.	2.0	2.0	4.8	3.0	3.0	NA	NA	NA	NA
Over's Travels: Tour Mexico, Japan, & India	Pre-K-2	Gaming piece of software, not educational. Games have little to do with the countries in which they take place.	NA	3.0	4.0	3.0	NA	NA	NA	NA	NA
Patrol/Voyage	Pre-K-1	Primarily designed to entertain. Did not cover any of the national or Ohio standards. No supplemental materials.	2.0	1.1	3.2	3.0	3.0	NA	NA	NA	NA
Rand McNally Quick Reference Atlas	3-9	Includes five fundamental themes of geography. An excellent classroom reference source.	4.0	3.0	3.0	3.0	NA	3.0	NA	NA	NA
Rand McNally World Vista	3-9	Includes five fundamental themes of geography. An excellent classroom reference source.	4.2	3.4	3.2	3.0	NA	3.0	NA	NA	NA
Smithsonian - America	4-12	High quality for research and information retrieval. Promotes understanding and appreciation of the American flag.	4.5	3.0	2.8	3.0	3.0	NA	NA	NA	NA
Sumo-anal	NA	Not appropriate for K-4. Animations include violence and inappropriate humor. More appropriate for research for older grade levels.	NA	NA	NA	NA	NA	NA	NA	NA	NA
Substance Abuse: Making Smart Choices	4-8	Good practice in decision making and self-assessment. Supports concepts presented in DARE program.	3.2	2.9	3.0	3.0	3.0	NA	NA	NA	NA
Taking Responsibility	1-3	Largely teacher directed. Time consuming but deals with students making choices. Probably more appropriate for younger grades.	2.8	2.1	3.3	2.0	3.3	2.4	NA	NA	NA
Timeline: African American History Data Disk	3-12	Excellent for a variety of classroom applications. Includes timelines from African American Athletics, Civil Rights, Slavery, etc.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
Timeline: American History Data Disk	3-12	Excellent for a variety of classroom applications. Timelines for American Revolution, Constitution, Civil War, Exploration, etc.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
Timeline: The Arts Data Disk	3-12	Excellent for a variety of classroom applications. Timelines for 20th Century American Painting, American Fiction, etc.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
Timeline: A Day in the Life of... Data Disk	3-12	Students can look at a day, a week, a year or many years in the lives of people in various careers and from different cultures.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
Timeline: Events of the 70s and 80s Data Disk	3-12	Excellent for a variety of classroom applications. Timelines for Eastern Block Events, Entertainment, Best, Headline News, etc.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
Timeline: History of Exploration Data Disk	3-12	Excellent for a variety of classroom applications. Timelines for Antarctic Exploration, Columbus, Lewis and Clark, etc.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
Timeline: Women in History Data Disk	3-12	Excellent for a variety of classroom applications. Timelines for Barbara Jordan, Ida B. Wells-Barnett, Mother Teresa, etc.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
Timeline: World History Data Disk	3-12	Excellent for a variety of classroom applications. Timelines for WWI, African Independence, Age of Exploration, Berlin Wall, etc.	3.0	3.4	3.8	3.0	4.0	2.7	NA	NA	NA
U.S. History and Geography	4-6	Good means of practicing and memorizing the states and their capitals along with abbreviations.	3.6	3.6	2.5	2.0	3.5	3.0	NA	NA	NA
Why Do We Have to?	Pre-K-1	Dealt primarily with citizenship and following rules. No supplemental materials provided. Limited assessment.	2.6	2.0	3.5	2.0	4.0	3.0	NA	NA	NA
World War II: Global Conflict	6-9	Effective teaching tool for upper grades. Should be purchased with World War II: Sources and Analysis.	4.0	4.1	3.8	2.0	3.6	3.4	NA	NA	NA
World War II: Sources and Analysis	6-9	Representation of African Americans and women in the military strength of this title. Very comprehensive!	4.0	4.0	3.8	2.0	3.6	3.4	NA	NA	NA

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Section IV: Review of Evaluated Resources

Multidisciplinary Software

Title and Subjects	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Ace Inquirer (Lang. Arts, Soc. Studies)	3-5	Simplistic "game" with undesirable characters; difficult to figure out, with few redeeming qualities. No accompanying materials.	1.8	1.7	2.2	1.8	2.5	NC	1.8	NA	NA
Amazing Me: Understanding How the Body Works (Science, Lang. Arts)	Pre-K-1	Laserdisc lends itself to group instruction. CD uses game format and is more appropriate for individual use.	1.4	2.0	4.0	NC	1.3	NA	NC	NC	2.0
The Amazon Trail (Science, Soc. Studies, Lang. Arts, Math)	4	Explore connections between living things and environment. Requires multiple attempts and large blocks of time to complete.	4.0	4.2	3.2	NC	4.1	NC	NC	NC	3.0
The Animals (Science, Soc. Studies)	1-12	Would make a fine addition to classroom resources. Students can create multimedia productions. An excellent resource.	3.0	3.4	4.2	NC	4.5	NC	NA	NA	2.0
Animals and How They Grow (Science, Lang. Arts)	Pre-K-2	Very well preserved but very basic software. Same effect could be achieved by reading books to students.	1.4	1.8	4.3	NC	3.0	NA	NC	NC	2.0
Animals in Our World (Lang. Arts, Science, Soc. Studies)	3-5	Great program for integrating study of animals with non-fiction writing/multimedia presentations. Extremely easy to use.	4.6	4.1	4.7	2.4	3.8	NC	NA	3.3	NC
Anno's Learning Games (Math, Lang. Arts)	1-4	Fun games with not a lot of content. Students familiar with the Anno books would really enjoy this software.	2.6	2.8	3.8	NC	3.0	NA	NC	NC	3.0
The Art Lesson CD (Lang. Arts, Art)	K-2	Could be used to supplement an author study of Tommi DePaola. Describes several types of art media used to illustrate a book.	2.8	2.6	3.7	1.4	3.0	NA	2.6	2.8	NA
Bug Adventure (Science, Lang. Arts)	Pre-K-3	Excellent as a resource for research. Entertaining graphics will hold the interest of most children.	1.6	NC	3.3	NC	3.0	NA	NC	NC	2.0
Build-A-Book with Roberto (Lang. Arts, Music)	Pre-K, K	Directs learners to pick an outcome for a story. Moderately aligns with the national and state standards.	2.8	1.7	3.5	1.6	3.3	NC	1.2	NA	NA
Changes Around Us (Science, Lang. Arts)	K-2	Large database on a variety of ecological changes. Performance based assessments included in teacher resources.	4.4	4.4	4	2.4	3.1	NA	NA	3.5	4.0
Destination: Castle (Lang. Arts, Soc. Studies)	K-4	Solid reference section on medieval times to assist students in story writing. However, no spelling or grammar tools are included.	3.8	3.9	4.2	2.3	3.4	1.1	2.8	3.0	NA
Destination: Time Trip, USA (Soc. Studies, Lang. Arts)	K-8	Six periods of American history are presented from a limited and stereotypical viewpoint.	1.8	3.0	3.5	1.9	3.0	1.3	NC	NC	NA
Dinosaur Discovery (Science, Math, Soc. Studies)	4-7	Searchable database that uses voice to pronounce dinosaur names. Children would need to be highly motivated to use this program.	NC	2.2	3.2	NC	3.3	NC	NA	NA	3.3
Dinosaurs: Giant Reptiles (Science, Lang. Arts)	K-4	Not an example of problem-solving software. Appropriate for learning center. Students may enjoy being read to.	1.4	1.8	3.7	NC	2.3	NA	NC	NC	2.0
The Discoverers (Science, Soc. Studies)	4-12	Packed with information! Strong connection between science and social studies—it discusses "discoverers" as well as discoveries.	2.8	3.4	3.7	NC	3.3	NC	NA	NA	3.5
Disney's Lion King Activity Center (Math, Lang. Arts)	K-2	Designed to build memory, matching, reasoning, and spelling skills in an activity game format. Games are engaging.	2.4	2.1	3.2	2.0	2.5	NA	1.0	NA	1.8
Elmo's PreSchool—Sesame Street (Math, Lang. Arts)	Pre-K, K	Contains a variety of preschool skills such as listening, letter and number recognition, shapes and colors, and identifying emotions.	3.0	2.0	3.5	1.9	3.2	NA	2.4	NA	2.2
Exploring Measurement, Time, and Money (Math, Science)	K-4	Highly aligned with the measurement outcomes on the 4th grade proficiency test.	3.4	3.2	3.2	NC	NC	NA	NA	NA	3.8
Exploring the Solar System and Beyond (Science, Lang. Arts)	1-4	Graphics are outstanding and information is excellent, accurate, and complete. Ample possibilities for primary aged children.	2.4	3.0	3.8	NC	4.5	NA	NC	NC	2.8
Exploring the Titanic (Soc. Studies, Lang. Arts)	3-9	Excellent way to integrate language arts and social studies. Students are given a model for using primary sources.	4.6	4.1	3.7	1.6	3.7	3.1	4.6	4.0	NA
Farm Animals (Science, Lang. Arts)	Pre-K-1	Does not correlate with any of Ohio's Learning Outcomes for Grade Four in Science.	1.4	2.0	3.5	NC	NC	NA	NC	NC	2.0
Fatty Bear's Birthday Surprise (Math, Process Skills, Reasoning, Music)	Pre-K-1	More entertainment than educational. Some problem solving, but focuses on trial and error. Lack of user's manual was frustrating.	NC	NC	3.0	NC	NC	NA	NA	NA	NA
Four Footed Friends (Science, Lang. Arts)	Pre-K, K	Received the People's Choice Award but we feel there are many misconceptions. Does not meet any of the Ohio Science Standards.	1.2	1.2	3.7	NC	NC	NA	NC	NC	1.0

Multidisciplinary Software Evaluated in the SchoolNet Software Review Project

Title and Subjects	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
The Great Barrier Reef (Science, Soc. Studies)	4-12	Reference material regarding barrier reefs. No problem solving higher order skills for the learner to engage in.	1.4	1.4	3.2	NC	3.0	NC	NA	NA	2.0
The Human Body (Science, Lang. Arts)	K-3	Video picture book covers Food for Your Body, The Senses, Your Brain, Your Teeth, and Your Bones and Muscles.	1.4	2.2	3.7	NC	1.0	NA	NC	NC	1.5
Imagination Express—Destination Neighborhood (Lang. Arts, Soc. Studies)	K-3	Basically a limited word processor with great graphics. High motivation but little organization, structure, or skills taught.	3.0	3.4	4.0	1.4	3.3	NC	NA	1.7	NA
Interactive Geography (Soc. Studies, Science)	4-12	Develops geographical information in wide range of activities and resources. The lesson plans in supplemental package are excellent.	3.4	4.0	3.5	4.1	3.3	2.6	NA	NA	NC
International Inspire (Soc. Studies, Math, Science)	4-12	Good for higher level thinking skills involving interpretation of data and application to geographic areas.	3.8	3.0	4.2	3.6	5.0	1.7	NA	NA	2.7
Jump-Start First Grade (Lang. Arts, Math, Soc. Studies, Music)	1	Math component is strong: measuring, fractions, simple addition and subtraction situations that relate to real-life experiences.	2.8	2.9	3.7	2.4	2.5	NC	1.4	NA	NC
Learn About Animals (Science, Math)	2	Program is out of date. Poor graphics and no sound. Not challenging or intuitive.	1.4	1.2	1.8	NC	1.0	NA	NA	NA	1.8
Let's Make a Word—Sesame Street (Lang. Arts, Spanish)	Pre-K, K	Uses familiar characters to introduce the learner to some letter identification and beginning language. No assessments provided.	1.2	1.7	3.5	2.3	3.2	NA	2.4	NA	NA
Malcolm X by Any Means Necessary (Lang. Arts, Soc. Studies)	3-8	Excellent integration of reading and social studies. Effective use of video clips and time line.	3.4	2.4	2.8	2.0	3.6	2.9	3.0	NA	NA
Math Around Us Kit (includes World of Math CD-ROM) (Math, Lang. Arts, Soc. Studies)	K	CD-ROM provides little interaction with math concepts covered during the program. Laserdisc useful for introducing concepts.	2.6	2.0	4.2	NC	3.3	NC	NC	NC	2.5
McGee School Days (Lang. Arts, Math)	Pre-K-1	Contains phonics, responding to oral communications, and math. Very easy for the learner to perform.	2.0	2.3	3.0	2.1	3.2	NA	2.2	NA	NC
Microsoft Dinosaurs (Science, Math, Soc. Studies, Lang. Arts)	Pre-K-12	High interest level on dinosaurs with many different areas to delve into. Good resource for students.	2.4	3.4	4.3	NC	2.7	NC	NC	NC	2.3
MicroWorlds: Math Links (Math, Music, Art)	4-7	Students create pictures, limited animation, and sound. Teacher's resource books describe potential of program for classroom use.	4.5	3.4	2.7	NC	3.5	NA	NA	NA	5.0
MicroWorlds: Project Builder (Math, Music, Art, Lang. Arts, Science, Soc. Studies)	4-7	Students create pictures, limited animation, and sound. No help for programming mistakes. We advise saving projects often.	4.0	4.0	2.7	2.6	3.4	1.0	NA	3.0	4.7
Miner's Cave (Science, Math)	1-8	Reinforces four of the six simple machines in the 4th grade proficiency materials: lever, wheel and axle, inclined plane, and pulley.	3.2	2.6	3.3	NC	3.8	NA	NA	NA	3.3
Money Works (Math, Soc. Studies)	1-3	Graphics proved to be confusing on this program. Some of the tasks were more engaging than others.	1.4	2.0	2.3	NC	5.0	NC	NA	NA	2.3
Multimedia Animals Encyclopedia (Science, Lang. Arts, Soc. Studies)	4-12	Covers the geographic regions, habitat, scientific classification, diet, size, and conservation status of over 2000 animals.	2.6	2.8	4.3	NC	4.5	NC	NC	NC	2.8
Muppet on Stage—English/Spanish (Lang. Arts, Math)	Pre-K-1	Has a very basic purpose that it does very well. Introduces learners to letters, numbers (0-9), and colors in an entertaining manner.	1.8	1.6	3.3	1.7	3.0	NA	NA	NA	1.7
The New Katie's Farm (Science, Lang. Arts)	Pre-K-2	Program includes several paper-doll worksheets that can be printed out for the learner. Addresses real and imaginary animals.	2.2	2.0	3.3	1.9	3.3	NA	2.2	NA	2.8
NFL Reading (Lang. Arts, Sports)	3-5	Little or no redeeming qualities except in a tutoring, remediation, or home use setting. Focus of interest is limited to football.	1.6	1.4	3.2	1.6	3.0	NA	2.2	NA	NA
On the Move (Science, Lang. Arts, Soc. Studies, Math)	K-3	Laserdisc provides informative video and still pictures to cover concepts of movement, simple machines, and transportation.	5.0	2.5	2.6	2.1	3.5	2.4	NC	NC	NC
Our Environment (Lang. Arts, Science, Soc. Studies)	4-8	Well-integrated study of environment with nonfiction multimedia presentations. Reading and audio components well coordinated.	4.6	4.1	4.7	2.2	3.8	NC	NA	3.3	NC
Pink Panther's Passport to Peril (Soc. Studies, Math)	3-6	No educational value to this software. There are no correlations to any standards. It is simply a game for children.	1.0	1.0	2.7	NC	NC	NA	NA	NA	NA
Pip & Zena's Science Voyage Kit with Videodisc (Science, Soc. Studies, Lang. Arts)	K-3	Delightful story incorporates basic concepts of inquiry. Teacher's manual was easy to use and provided helpful extension ideas.	NC	2.8	NC	NC	3.9	NC	NC	NC	3.0
Probability Toolkit (Math, Science)	3-8	Would be an effective program for further reinforcement and practice of probability concepts. Good practice for proficiency test.	4.0	3.6	3.2	NC	5.0	NA	NA	NA	4.5
Rainforest Explorer (Science, Soc. Studies)	4-12	Highly recommended for excellent use of pictures and explanations that cover all aspects of a rain forest.	2.0	1.6	3.2	NC	3.7	NC	NA	NA	2.3
Sammy's Science House (Science, Math, Lang. Arts)	Pre-K-2	Fun software for young children. Good for introducing observing, predicting, classifying, and comparing skills.	3.8	2.6	3.8	NC	4.6	NA	NC	NC	3.3
The San Diego Zoo—The Animals! (Science, Soc. Studies)	1-8	Excellent information retrieval program. Supplemental activities and suggestions are incorporated directly in the software.	3.8	4.7	4.3	2.6	5.0	NC	NA	NA	3.7
School Font Collection Writing Fonts	Pre-K-12	Designed to install school-related fonts onto the computer. Includes Denclan, Zaner-Bloser, and a few mathematical symbols.	NC	NC	NC	NC	NC	NA	NA	NA	NA

Multidisciplinary Software Evaluated in the SchoolNet Software Review Project

Title and Subjects	Grades	Comments	Interaction	Engagement	Technical	Skills	Standards	Social Studies	Reading	Writing	Math / Science
Science Adventure 2 (Math, Soc. Studies, Science)	3-12	Informational disk with lots of science content areas, including timelines. It is designed for student exploration.	2.2	1.8	2.0	NC	3.0	NC	NA	NA	2.0
Science Helper K to 8: 1,000 Science and Math Lessons (Science, Math)	K-8	A teacher reference tool. In the course of the 1,000 lessons all of the national science standards should be covered.	3.5	2.6	NC	NC	NC	NA	NA	NA	3.0
Sciences 1 (Math, Lang. Arts, Soc. Studies, Science)	3-12	These guided templates lend themselves to portfolio assessments and problem-based learning. A variety of science topics covered.	5.0	5.0	4.7	NC	4.8	NC	NC	NC	5.0
Sciences 2 (Math, Lang. Arts, Soc. Studies, Science)	4-12	This disc contains: Recycling, Parks, Endangered Species, Trash, Biomes, Human Body, Matter, Atomic Weight, Volcano, etc.	5.0	5.0	4.7	NC	4.6	NC	NC	NC	5.0
Sesame Street Art Workshop (Art)	Pre-K, K	Features student art creations using stickers, paint bucket, and free hand drawing. Pictures can be used as a screen saver or slide show.	NC	NC	NC	NC	NC	NA	NA	NA	NA
Space Adventure II (Science, Math, Soc. Studies)	3-12	Many opportunities for children to learn about space science. It is primarily done in an encyclopedic nature.	1.8	2.0	2.8	NC	3.6	NC	NA	NA	2.0
Speed (Science, Math)	3-8	Visually appealing and engaging. Provides extension projects to do away from the computer.	2.0	2.4	3.5	NC	4.0	NA	NA	NA	2.8
Spiders (Science, Lang. Arts)	Pre-K-4	Very basic piece of supplemental software. Good National Geographic quality photographs.	1.4	2.2	4.0	NC	3.5	NA	NC	NC	2.0
Strategy Challenges Collection 2 (Problem Solving, Science, Math, Lang. Arts, Soc. Studies)	4-12	Well-developed program that teaches and strengthens strategic planning and problem solving. Impressive multicultural aspects.	5.0	4.1	4.0	4.7	NC	NC	NC	NC	NC
SuperStar Science CD (Science, Lang. Arts)	2-4	Provided some information on strand 2 (physical science) of the 4th grade proficiency test.	2.0	3.0	3.7	NC	2.8	NA	NC	NC	2.5
TesselMania! (Math, Art)	4-12	Aligned with Objective 4-4-1 in Ohio Math Model. Teachers can adapt package by not requiring all aspects for younger children.	3.2	4.0	4.0	NC	4.5	NA	NA	NA	4.0
Thematic Applications - American History (Soc. Studies, Lang. Arts)	4-8	Activities incorporate learner's knowledge of American history and develop analytical, interpretative, and critical thinking skills.	4.4	4.4	3.3	3.0	4.0	4.1	NC	NC	NA
Thematic Applications - American Pluralism (Soc. Studies, Lang. Arts)	4-8	Themes include Immigration, Native Americans, African Americans, Asian Americans, and Hispanic Americans.	4.4	4.4	3.3	3.0	4.0	4.1	NC	NC	NA
Thematic Applications - Ancient Civilizations (Soc. Studies, Lang. Arts)	4-8	Themes include Ancient Egypt, Ancient Greece, Ancient Rome, Mesopotamia/India/China, and the Middle Ages.	4.4	4.4	3.3	3.0	4.0	4.1	NC	NC	NA
Thematic Applications - General (Soc. Studies, Lang. Arts)	4-8	Themes include Government, Geography, State, and Local History.	4.4	4.4	3.3	3.0	4.0	4.1	NC	NC	NA
Thematic Applications - World History (Soc. Studies, Lang. Arts)	4-8	Themes include The Renaissance, Explorers, World War I, and World War II.	4.4	4.4	3.3	3.0	4.0	4.1	NC	NC	NA
Theo the Dinosaur (Lang. Arts, Soc. Studies)	3, 4	The focus of this software is entertainment that is long and boring. Not recommended for purchase.	1.8	1.4	2.5	1.1	1.0	NC	1.4	NA	NA
Time Detectives for Hire [World History] (Soc. Studies, Lang. Arts)	4-8	Videodisc, and accompanying materials would support many components of the national social studies standards.	4.2	3.0	3.3	1.7	3.4	3.6	NC	NC	NA
Time Detectives for Hire [American History] (Soc. Studies, Lang. Arts)	4-8	Format and problems presented were excellent. Videodisc provides a wonderful supply of resources.	4.2	3.0	3.3	1.7	3.3	3.6	NC	NC	NA
Timeliner - Elementary Lang. Arts Data Disk (Soc. Studies, Lang. Arts)	3-12	Excellent tool to use for a variety of applications in the classroom. Outlines the plots of classic works in children's literature.	3.0	3.4	3.5	1.9	4.0	2.7	NC	NC	NA
A Tree Through the Seasons (Science, Lang. Arts)	K-6	The language arts applications are excellent and strengthen the overall appeal of this software.	3.0	2.8	4.7	NC	4.9	NA	NC	NC	3.0
Trivia Munchers Deluxe (Soc. Studies, Science, Math, Music, Food & Nutrition, Inventors)	3-8	A typical "munchers" disc but with the capability to choose various subject areas. A fun game for children.	1.4	1.1	3.0	1.7	2.0	1.0	NA	NA	1.7
Trudy's Time & Place House (Soc. Studies, Science, Math)	K-2	Takes students to unexpectedly high levels, encourages exploration and rewards persistence. A must for the primary classroom.	4.6	3.6	4.7	3.7	4.0	2.3	NA	NA	NC
Turtle Math (Math, Computer Language Logic)	3-8	An excellent package that allows for higher level thinking skills in an open-ended, inquiry-based format.	4.4	3.5	2.8	NC	3.7	NA	NA	NA	4.8
Undersea Adventure (Science, Lang. Arts, Soc. Studies)	3-6	Presents an engaging and novel experience for people who have never experienced underwater exploration.	2.2	2.8	3.3	NC	3.2	NC	NC	NC	2.8
The Way Things Work (Science, Lang. Arts, Soc. Studies)	NA	An information resource and a science information enrichment program. Many scientific topics for the student to explore.	3.4	2.2	4.2	NC	3.6	NC	NC	NC	2.8
Web Workshop (Productivity Application)	K-3	Ideal for primary grades or any classroom being introduced to Web publishing. Includes library of graphics, fonts, and backgrounds.	NC	NC	NC	NC	NC	NA	NA	NA	NA
Whales (Science, Lang. Arts)	Pre-K-6	Reading skills such as basic book concepts, vocabulary development, parts of speech, and pronunciation are effectively integrated.	2.8	NC	4.8	NC	3.7	NA	NC	NC	3.0
What Air Can Do (Science, Lang. Arts)	K-2	A quiet piece of software that does "good stuff." Reinforces reading instruction and reading in the content area.	2.2	2.4	4.0	NC	3.3	NA	NC	NC	2.5

Multidisciplinary Software Evaluated in the SchoolNet Software Review Project

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What Is a Bellybutton? A Virtual Exploration of the Human Body (Science, Lang. Arts)	K-2	Very engaging interactive storybook about common health questions. Topics are not dealt with in depth.	NC	2.6	4.2	NC	3.2	NA	NC	NC	2.8
What's the Secret? (Science, Math, Lang. Arts)	3-12	Very good and engaging piece of software. Lots of information is provided in many different ways.	3.0	4.2	3.8	NC	4.6	NA	NC	NC	3.0
What's the Secret? Volume 1 (Science, Math)	3-12	In depth coverage of specific areas on the CD. No manual or teacher resource.	3.4	4.0	3.8	NC	3.0	NA	NA	NA	3.8
Windows on Science: Physical Science, Volume 2 & 3 (Science, Lang. Arts)	4-6	Topics were covered in depth with multiple examples to help students develop understanding of the concepts.	2.5	2.0	NC	NC	3.7	NA	NC	NC	2.5
Windows on Science: Primary Science, Volume 1 Kit with laserdisc (Science, Lang. Arts)	1-3	Activities and worksheets more appropriate for kindergarten and first grade. They are over simplified for most third graders.	2.5	2.0	NC	NC	3.7	NA	NC	NC	2.5
Wolves (Science, Lang. Arts)	1-5	This software is rather slow and uninteresting, and would be boring for kids!	2.4	2.3	3.2	NA	3.0	NA	NC	NC	2.8
A World of Plants (Science, Lang. Arts)	Pre-K-2	More language arts than science. Basically reads a book to the student. Could be incorporated as a part of a science unit.	1.6	2.0	3.8	NC	3.0	NA	NC	NC	2.3
Jark's Learning Safari (Math, Readiness Skills, Science)	Pre-K-1	Does not meet any of the Ohio math or science proficiency standards, but does present practice in many basic readiness skills.	3.6	2.2	4.0	NC	5.0	NA	NA	NA	2.0
Jark's Rainforest Lab (Math, Lang. Arts, Science)	K-4	We found this program to run very slowly. It appears the students would become frustrated.	1.8	2.0	2.5	NC	2.4	NA	NC	NC	2.3

SchoolNet Software Review

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